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ABSTRACT

This technical report details the testing results and analyses supporting the evaluation findings related to the Austin (Texas) Independent School District (AISD) minimum competency graduation requirements. The graduation competency status of all AISD students in grades 8 to 12 are documented. The report provides additional information on the data collection procedures: (1) the Iowa Test of Basic Skills, (2) the Texas Assessment of Basic Skills, (3) the Sequential Tests of Educational Progress, and (4) the minimum competency file. Results are reported in tabular and narrative forms. (Ten Attachments are included). (Author/PN)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Senior Evaluator:
Glynn Ligon, Ph.D.

Evaluator:
Kevin Matter

Programmer:
Tom Roudebush

Testing Technician:
Nancy Lanier

Evaluation Assistants:
Rick Battaile
Phil Jones

Secretary:
Irene Fabian

FINAL TECHNICAL REPORT

High School Graduation Minimum Competency Requirements

June 30, 1982

Approved:

Freda M. Holley, Ph.D.

Publication No. 81.76

Instrument Description: Iowa Tests of Basic Skills (ITBS) Level 14, Forms 7 & 8

81.76

Brief description of the instrument:
The ITBS is a set of norm-referenced examinations designed to measure progress in the fundamental skills. Level 14 of the ITBS measures skills in Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage, Visual Materials, Reference Materials, Mathematics Concepts, Mathematics Problem Solving, and Mathematics Computation. Only the Reading Total and Mathematics Total scores are used for minimum competency purposes.

To whom was the instrument administered?
All students in grade 8, and students in grades 9-12 who attended a special session or took a math or reading tutorial course. Grade 8 students enrolled in integrated or self-contained special education classes were exempt from testing; Non-English speaking students were not exempt. Any exempt special education students were tested at the school's discretion. Scores for students who are monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?
Once per year to each grade 8 student, once each semester at each high school in a special session, and once as the final exam in all math or reading tutorial classes.

When was the instrument administered?
The ITBS was administered to students in grade 8 on February 16, 17, and 18, with make-ups administered February 19-26. Special sessions were held at various times throughout the year, and students in tutorial classes took the ITBS as their final exam.

Where was the instrument administered?
In each AISD junior high (usually in the student's regular classroom), and in each high school (including Robbins and Kealing).

Who administered the instrument?
In grade 8, the counselor or principal administered the tests over the public address system using taped directions provided by ORE, while teachers acted as test monitors in their classrooms. In each high school, the ITBS was administered by ORE personnel only.

What training did the administrators have?
In grade 8, Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator; however, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow to administer the test in the event of a public address system malfunction.

The ORE personnel administering the high school tests are thoroughly trained in test administration.

Was the instrument administered under standardized conditions?
Yes. Standardized instructions were distributed to grade 8 administrators. Central administration and ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District. The high school special sessions and tutorial testing also were conducted under standardized conditions.

Were there problems with the instrument or the administration that might affect the validity of the data?
No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?
The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?
The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .82 to .98 across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pages 13-15.

Are there norm data available for interpreting the results?
The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are provided.

Instrument Description: Texas Assessment of Basic Skills (TABS)

81.76

Brief description of the instrument:
The TABS is a state-mandated criterion-referenced testing program. The tests given to students in grade 9 measure basic skills in reading, writing, and mathematics. Only the Reading and Mathematics subtests are used for minimum competency purposes. Reading and Mathematics include 11 objectives each, rated by four multiple choice items each.

To whom was the instrument administered?
All students in grade 9. Students enrolled in integrated or self-contained special education classes were exempt. Students in grade 10 or 11 who did not meet the TABS requirements on past administrations were given the option to retake the test during this year's administration.

How many times was the instrument administered?
Once per student per year.

When was the instrument administered?
The TABS was administered at each high school sometime between February 15 and February 19. TABS make-ups were administered the following week, and were required for any student who missed the regular testing and who did not meet the Average Daily Attendance requirement set by AISD.

Where was the instrument administered?
In all AISD high schools (including Robbins and Kealing). Some schools tested in large groups in cafeterias, etc.; others tested in classroom.

Who administered the instrument?
Authorized school personnel (teachers, counselors, and administrative staff) administered the TABS. Teachers were allowed to test their own students.

What training did the administrators have?
Manuals containing written instructions were provided to each test administrator. A two-hour workshop, as well as manuals and other written instructions, was provided by ORE to interested school coordinators. School coordinators were responsible for training test administrators.

Was the instrument administered under standardized conditions?
Instructions given were the same, but length of testing (the test was not timed) and testing environments varied somewhat.

Were there problems with the instrument or the administration that might affect the validity of the data?
None that are known.

Who developed the instrument?
Texas Education Agency (TEA).

What reliability and validity data are available on the instrument?
Very little data are available on the TABS.

Are there norm data available for interpreting the results?
Schools can compare their performance to all ninth graders' performance across the District. Statewide performance data should be available by fall, 1982. Actual norms may not be provided.

81.76 Instrument Description: Sequential Tests of Educational Progress (STEP), Series 2, Forms A & B

Brief description of the instrument:
Series 2 of the STEP is a norm-referenced high school achievement test battery, measuring student skills in Reading, English Expression, Mechanics of Writing (Spelling, Capitalization, and Punctuation), Math Computation, Math Concepts, Social Studies, and Science. Only the Reading, Math Computation, and Math Concepts tests are used for minimum competency purposes. Half of the AISD high schools used Form A of the STEP and half used Form B.

To whom was the instrument administered?
All regular high school students, grades 9-12. Special Education students were exempted from STEP testing at the discretion of their ARD Committee. Students with limited English proficiency were not exempt from testing, but could be excused after one test if, in the administrator's opinion, they could not be tested validly on the remaining tests.

How many times was the instrument administered?
Once per student per year. The English Expression and Social Studies tests are alternated yearly with the Mechanics of Writing and Science tests. The Mechanics of Writing and Science tests were administered this year.

When was the instrument administered?
The STEP was administered on the mornings of April 6 and 7. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?
The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?
Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?
Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?
Yes. Standardized instructions were distributed. Central administration and ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?
No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?
Educational Testing Service (ETS).

What reliability and validity data are available on the instrument?
The reliability of the alternate forms, A and B, ranges from .58 to .93. The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?
Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

81.76 Data File Description: Minimum Competency File

Brief description of the data file:

The Minimum Competency File is a computer file containing records of all reading or math achievement tests taken in grades eight through twelve by each high school student. Immediately following each set of test records for a student is a summary record indicating competencies met, date the student actually met competency in the subject area, and other relevant information.

Which students or other individuals are included on the file?

Each "active" high school student who has taken at least one reading or math achievement test in grades eight through twelve. Once a student has graduated from AISD (or is known to have permanently withdrawn), all records for that student are transferred to a "Competency History File."

How often is information on the file added, deleted, or updated?

After each administration of a competency test and as any discrepancy is reported.

Who is responsible for changing or adding information to the file?

Minimum Competency programmer and other Minimum Competency staff in ORE.

How was the information contained on the file gathered?

The information was gathered through standardized procedures.

Are there problems with the information on the file that may affect the validity of the data?

A small error rate occurs from incorrect student numbers.

What data are available concerning the accuracy and reliability of the information on the file?

Schools report errors found. All discrepancies are resolved and corrected by ORE.

Are there normative or historical data available for interpreting the results?

The file contains longitudinal data. A Minimum Competency History File is kept for records which are not current.

Brief description of the file layout:

Each record for a student contains a record summarizing competency information, followed by a listing of each competency test taken.

HIGH SCHOOL GRADUATION MINIMUM COMPETENCY REQUIREMENTS

This technical report supports the findings summarized in the 1981-82 Evaluation Findings Volume, publication number 81.30, Chapter V.

Purpose

This evaluation was conducted to document the graduation competency status of all AISD students in grades 8-12. The findings reported here are relevant to the following accountability question (D1), program questions (D2, D3, and D4), and their related evaluation questions.

Decision Question D1: Are the minimum competency for graduation requirements at the appropriate level?

Evaluation Question D1-1: What was the status of the 1982 graduates--number meeting competency requirements, signing waiver letters, using special education exemptions?

Evaluation Question D1-2: How did 1982 graduates compare to those in 1981, 1980, and 1979?

Evaluation Question D1-3: How many 1982 graduates met competency at these levels: 8.5, 9.0, 9.5, and 9.9?

Evaluation Question D1-4: What have graduates who signed waiver letters done since graduation?

Evaluation Question D1-5: How many students have not yet met competency requirements at each grade (8-12)?

Evaluation Question D1-6: Have the competency requirements had any effect on student achievement levels?

Evaluation Question D1-7: Have the competency requirements had any effect on school leaver rates?

Decision Question D2: What organizational changes are needed to improve the efficiency and accuracy of the minimum competency program?

Evaluation Question D2-1: Are the success rates for tutorial courses acceptable?

Evaluation Question D2-2: What were the characteristics of the 1982 graduates who signed waiver letters (e.g., courses taken)?

Evaluation Question D2-3: What changes in the measurement, reporting, and record keeping system were made in 1981-82?

Evaluation Question D2-4: What other changes in the measurement, reporting, and record keeping system are needed?

Decision Question D3: Which tests should be used for measuring competency?

Evaluation Question D3-1: On which tests and at what times did the 1982 graduates meet the competency requirements?

Evaluation Question D3-2: What was the impact of the switch to the ITBS?

Evaluation Question D3-3: What options are available for future competency tests?

Decision Question D4: Should special education exemptions continue to be determined by ARD committees using the currently adopted criteria?

Evaluation Question D4-1: How many 1982 graduates who signed waiver letters were special education students?

Evaluation Question D4-2: How many special education students were exempted by their ARD committees from competency testing? Of these, how many received more than three hours per day of special education service?

In addition, the following information question was addressed.

Information Question I1: What will be the 1981 TABS minimum competency levels?

Procedure

The current requirements and the ways in which those requirements may be met are described in detail in the Policy and Procedures Manual: Minimum Competencies for High School Graduation, publication number 80.48.

The High School Competency File was the source for most of the analyses conducted and reported here. Results are discussed in terms of each evaluation and information question.

Results

Evaluation Question D1-1. What was the status of the 1982 graduates--number meeting competency requirements, signing waiver letters, using special education exemptions?

Figure 1 summarizes each school's 1982 graduates' competency status. Attachment 1 is the memo and forms sent to the high schools for reporting--

A. 1982 Graduates Who Used a Letter of Waiver

B. 1982 Graduates Who Used a Special Education Exemption

C. Total Number of 1982 Graduates

Evaluation Question D1-2. How did 1982 graduates compare to those in 1981, 1980, and 1979?

Figure 1 also contains each school's 1981 and 1980 graduates' competency status. Since the 1979 records were not kept in detail, only the number of graduates signing letters of waiver can be compared across four years. Figure 2 makes this comparison.

	YEAR OF GRADUATION			
	1979	1980	1981*	1982*
Number of Graduates	3379	3376	3307	3210
Math Letter Only	32 (0.9%)	21 (0.6%)	28 (0.8%)	43 (1.3%)
Reading Letter Only	49 (1.5%)	60 (1.8%)	55 (1.7%)	100 (3.1%)
Both Math and Reading Letter	24 (0.7%)	31 (0.9%)	39 (1.2%)	48 (1.5%)
Total with at Least One Letter	105 (3.1%)	112 (3.3%)	122 (3.7%)	191 (6.0%)

*After 1980, students no longer could use an exemption for being enrolled prior to 75-76 or for transferring into AISD as a graduating senior.

Figure 2. NUMBER OF GRADUATES USING A LETTER OF WAIVER, 1979-82.

YEAR OF GRADUATION:	ANDERSON			AUSTIN			CROCKETT			LBJ			JOHNSTON			LANIER			MCCALLUM			REAGAN			ROBBINS			SPECIAL SCHOOLS*			TRAVIS			TOTALS		
	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
Met Math Competency, Reading Letter	2	9	12	1	0	3	5	1	7	10	6	10	4	6	10	5	3	9	13	7	7	13	6	20	0	0	0	0	0	0	7	17	22	60	55	100
Met Reading Competency, Math Letter	0	2	1	1	5	1	3	1	7	3	1	4	3	9	10	2	4	9	2	2	3	5	2	4	0	0	3	0	0	0	5	2	1	24	28	43
Both Math and Reading Letter	2	3	4	1	1	0	4	1	3	8	8	1	3	2	5	7	7	11	4	4	9	8	5	10	0	0	2	0	0	0	5	8	3	42	39	48
Total Number of Graduates with at Least One Letter	4	14	17	3	6	4	12	3	17	21	15	15	10	17	25	14	14	29	19	13	19	26	13	34	0	0	5	0	0	0	17	27	26	126	122	192
Special Ed. Exempt in Reading, Met Math Competency	0	0	3	0	0	1	2	2	0	1	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	3	3	3	10
Special Ed. Exempt in Math, Met Reading Competency	0	0	0	0	0	1	1	1	3	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	2	4	1	9
Special Ed. Exempt, Did Not Meet Math or Reading Competency	7	9	5	2	0	8	17	13	11	7	10	12	6	7	10	13	7	13	3	8	12	4	7	11	0	0	0	11	11	18	8	5	15	78	77	115
Total Number of Graduates using Special Ed. Exemption	7	9	8	2	0	10	20	16	14	9	10	15	6	7	10	14	7	14	3	9	12	5	7	12	0	0	1	11	11	18	8	5	20	85	81	134
Total Number of Graduates using Exemption or Letter	11	23	25	5	6	14	32	19	31	30	25	30	16	24	35	28	21	43	22	22	31	31	20	46	0	0	6	11	11	18	25	32	46	211	203	325
Number of Graduates	498	398	335	397	384	345	594	526	512	345	323	294	155	267	315	382	341	347	332	390	319	333	311	329	0	1	17	11	11	18	340	355	379	3387	3307	3280
Percent of Graduates with Letter	0.8	3.5	5.1	0.8	1.6	1.2	2.0	0.6	3.3	6.1	4.6	5.1	6.5	6.4	7.9	3.7	4.1	8.4	5.7	3.2	6.0	7.8	4.2	10.3	0	0.0	29.4	0	0	0	5.0	7.6	6.9	3.7	3.7	6.0
Percent of Graduates using Exemption	1.4	2.3	2.4	0.5	0.0	2.9	3.4	3.0	2.7	2.6	3.1	5.1	3.9	2.6	3.2	3.7	2.1	4.0	0.9	2.3	3.8	1.5	2.3	3.6	0	0.0	5.9	100.0	100.0	100.0	2.4	1.4	5.3	2.5	2.4	4.2
Percent of Graduates using Exemption or Letter	2.2	5.8	7.5	1.3	1.6	4.1	5.4	3.6	6.1	8.7	7.7	10.2	10.3	9.0	11.1	7.3	6.2	12.4	6.6	5.6	9.7	9.3	6.4	14.0	0	0.0	35.3	100.0	100.0	100.0	7.3	9.0	12.1	6.2	6.1	10.1

*Special schools include Clifton Center and Mary Lee.
NOTE: 1980 students who graduated using an exemption for being enrolled prior to 75-76 or for enrolling as a senior are included in the appropriate letter category for that year.

Figure 1. COMPETENCY STATUS OF GRADUATES, BY SCHOOL, 1980, 1981, AND 1982.

Evaluation Question D1-3. How many 1982 graduates met competency at these levels: 8.5, 9.0, 9.5, and 9.9?

Figure 3 provides estimates of 1982 graduates meeting competency at each of these four criterion levels. The number who would be required to sign letters of waiver is also estimated for each level. (Actual numbers are unknown because students required to meet a higher competency level would also be required to attend additional special sessions or take additional tutorial courses.)

The data used in Figure 3 are obtained from the SGR File. Because the SGR File does not include January graduates students at special campuses (e.g., Robbins, Kealing, and Clifton Center) and considers more retainees, plus other factors, the number of seniors in Figure 3 is less than the number of reported 1982 graduates. Attachment 11 contains the raw scores used to meet competency at each criterion level.

	READING				MATH			
	8.5	9.0	9.5	9.9	8.5	9.0	9.5	9.9
1981-82 seniors	3108	3108	3108	3108	3108	3108	3108	3108
Number meeting competency	2830	2647	2395	2328	2870	2597	2325	2160
Number not meeting competency	278	461	713	780	238	511	783	948
Number using special education exemption	125	125	125	125	124	124	124	124
Number requiring letter of waiver	153	336	588	655	114	387	659	824

Figure 3. 1982 SENIORS' COMPETENCY STATUS FOR CRITERIA OF 8.5, 9.0, 9.5, AND 9.9.

Evaluation Question D1-4. What have graduates who signed waiver letters done since graduation?

In 1980, 31 AISD graduates signed letters of waiver in both reading and math. In 1982, phone numbers could be found for only 11 of these. ORE personnel attempted to contact these 11, as well as three others whose locations could only be guessed, for a total of 14 attempted contacts. Attachment 7 contains the survey form used. Eight of these 14 were reached. The information they provided is shown in Figure 4. They said...

- Better reading and math skills have been needed since graduation.
- AISD should have minimum competency requirements.
- High school should have required more of them.

- Overall, high school prepared them adequately for their present activities.
- Three have been full-time students since graduation.
- Five have been working, looking for work, or living at home.
    - After two years, their average salary is $4.41 per hour.
    - On the average, they have been employed about 50% of the time.

	Always	Often	Sometimes	Rarely	Never
1. Since you graduated, how often have you needed to read better?	1	3	3	0	1
2. Since you graduated, how often have you needed to do mathematics better?	3	0	2	3	0

	Strongly Agree	Agree	Partly Agree Partly Disagree	Disagree	Strongly Disagree
3. More should have been required of me in high school	3	3	2	0	0
4. Overall high school adequately prepared me for my present activities.	4	2	1	1	0
5. High school should have minimum competency requirements.	4	2	1	1	0

	Months Student		Months Employed			Monthly Gross**	
	Full	Part	Full	Part	Not	Start	End
Case 1*	0	3	12	1	0	$ 840	$ 990
Case 2	0	0	22	0	0	$ 625	$ 980
Case 3	0	0	14	0	8	$ 340	$ 490
Case 4	18	3	1	3	0	$ 750	$ 815
Case 5	16	0	6	0	0	$ 550	$ 650
Case 6	22	0	0	4	0	$ 430	$ 450
Case 7	0	8	0	0	14	—	—
Case 8	0	0	0	3	19	$ 600	$ 600

*Interview terminated. Progress report covered 13 months at time of termination.
**Month gross = Reported hourly wage x 173.3.

Figure 4. SUMMARY OF DATA OBTAINED FROM SURVEYS OF 1980 GRADUATES WHO SIGNED WAIVER LETTERS IN BOTH MATH AND READING.

Evaluation Question D1-5. How many students have not yet met competency requirements at each grade (8-12)?

Figure 5 is a summary by ethnic group of the competency status of all AISD high school students who were enrolled during the spring semester of the 81-82 school year according to the SGR File. To be included, a student had to be on the High School Competency File with at least one valid test score as of June, 1982. No students with special education exemptions or letters of waiver are excluded from this summary.

Figure 6 summarizes the same information for grade 8.

Evaluation Question D1-6. Have the competency requirements had any effects on student achievement levels?

Figure 7 compares the percentage of students who scored in the lowest quartile and the lowest decile on the STEP across the past five years. These lowest achieving students should be the ones most directly affected by the graduation competency requirements. Unfortunately, changes in enrollments, retention rates, and testing rates all affect the percentage of low-achieving students. Consequently, the impact of the competency requirements may be masked by other factors.

AREA	STATUS	ETHNICITY					
		TOTAL	ANGLO/ MINORS	HISPANIC	BLACK	ORIENTAL	AMERICAN INDIAN
READING	MET	1761 (44%)	1420 (65%)	214 (21%)	102 (15%)	18 (44%)	2 (14%)
	NOT MET	2259 (56%)	772 (35%)	811 (79%)	599 (85%)	23 (56%)	12 (86%)
MATH	MET	1763 (44%)	1335 (61%)	259 (25%)	137 (20%)	28 (68%)	1 (7%)
	NOT MET	2257 (56%)	857 (39%)	766 (75%)	564 (80%)	13 (32%)	13 (93%)
BOTH	MET	1406 (35%)	1155 (53%)	156 (15%)	75 (11%)	16 (39%)	1 (7%)
	NEEDS	1902 (47%)	592 (27%)	708 (69%)	537 (77%)	11 (27%)	12 (86%)
	TOTAL N	4020	2192	1025	701	41	14

Figure 6. NUMBER AND PERCENTAGE OF GRADE 8 STUDENTS MEETING COMPETENCY, BY ETHNICITY.

1981-82 GRADE	AREA	STATUS	ETHNICITY					
			TOTAL	ANGLO/ OTHERS	HISPANIC	BLACK	ORIENTAL	AMERICAN INDIAN
09	READING	MET	2607 (54%)	1937 (77%)	397 (31%)	227 (25%)	25 (40%)	5 (50%)
		NOT MET	2246 (46%)	594 (23%)	894 (69%)	692 (75%)	37 (60%)	5 (50%)
	MATH	MET	2577 (53%)	1937 (73%)	474 (37%)	209 (23%)	39 (63%)	6 (60%)
		NOT MET	2276 (47%)	694 (27%)	817 (63%)	710 (77%)	23 (37%)	4 (40%)
	BOTH	MET	2156 (44%)	1682 (66%)	295 (23%)	140 (15%)	23 (37%)	4 (40%)
		NEEDS	1825 (38%)	439 (17%)	715 (55%)	623 (68%)	21 (34%)	3 (30%)
		TOTAL N	4853	2531	1291	919	62	10
10	READING	MET	2612 (70%)	1822 (86%)	426 (52%)	311 (46%)	30 (54%)	2 (67%)
		NOT MET	1107 (30%)	298 (14%)	399 (48%)	361 (54%)	26 (46%)	1 (33%)
	MATH	MET	2529 (68%)	1742 (83%)	468 (57%)	253 (38%)	47 (84%)	2 (67%)
		NOT MET	1190 (32%)	368 (17%)	356 (43%)	419 (62%)	9 (16%)	1 (33%)
	BOTH	MET	2260 (61%)	1658 (79%)	356 (43%)	202 (30%)	29 (52%)	2 (67%)
		NEEDS	838 (23%)	204 (10%)	286 (35%)	310 (46%)	8 (14%)	1 (33%)
		TOTAL N	3719	2110	824	672	56	3
11	READING	MET	2921 (81%)	2008 (94%)	599 (71%)	312 (58%)	25 (47%)	2 (67%)
		NOT MET	665 (19%)	135 (6%)	229 (29%)	222 (42%)	28 (53%)	1 (33%)
	MATH	MET	2992 (83%)	1975 (92%)	613 (78%)	341 (64%)	43 (81%)	1 (33%)
		NOT MET	594 (17%)	168 (8%)	175 (22%)	193 (36%)	10 (19%)	2 (67%)
	BOTH	MET	2746 (77%)	1931 (90%)	514 (65%)	270 (51%)	24 (45%)	1 (33%)
		NEEDS	419 (12%)	91 (4%)	130 (16%)	151 (28%)	9 (17%)	1 (33%)
		TOTAL N	3546	2143	788	534	53	3
12	READING	MET	2921 (91%)	1995 (97%)	525 (88%)	357 (75%)	35 (71%)	4 (100%)
		NOT MET	297 (9%)	63 (3%)	70 (12%)	120 (25%)	14 (29%)	0 (0%)
	MATH	MET	2872 (92%)	1993 (97%)	543 (91%)	378 (79%)	45 (92%)	4 (100%)
		NOT MET	236 (8%)	65 (3%)	52 (9%)	99 (21%)	4 (8%)	0 (0%)
	BOTH	MET	2754 (89%)	1971 (96%)	509 (85%)	333 (70%)	35 (71%)	4 (100%)
		NEEDS	169 (5%)	41 (2%)	35 (6%)	75 (16%)	4 (8%)	0 (0%)
		TOTAL N	3108	1958	595	477	49	4

Figure 5. NUMBER AND PERCENTAGE OF STUDENTS MEETING COMPETENCY, BY GRADE AND ETHNICITY. (Number of grade 12 students indicated here is less than the number of 1982 graduates.)

	GRADE	READING					MATH BASIC CONCEPTS					MATH COMPUTATION				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
Students scoring at or below the 25th percentile	12	36	34	31	35	38	27	23	23	24	27	33	29	29	30	32
	11	35	34	33	37	35	25	24	23	25	23	29	27	24	25	24
	10	35	34	36	38	36	29	28	28	30	28	34	29	29	29	29
	9	38	41	40	42	40	37	39	38	38	37	39	40	38	36	38
Students scoring at or below the 10th percentile	12	18	17	15	15	19	12	10	9	10	12	18	13	12	12	13
	11	17	16	14	17	15	11	11	10	11	10	14	11	9	9	9
	10	19	17	18	20	17	15	15	14	15	14	14	11	10	11	10
	9	17	19	19	20	18	20	21	21	21	20	19	19	19	17	18

Figure 7. PERCENTAGE OF STUDENTS SCORING IN THE LOWEST QUARTILE AND DECILE ON THE STEP, 1977-78 TO 1981-82. (1970 NORMS).

Evaluation Question D1-7. Have the competency requirements had any effect on the school leaver rates?

Again, many other factors influence school leavers in addition to graduation competency requirements. No real conclusions can be drawn from the data presented in Figure 8.

School Year	Total Number of Leavers	School Leaver Rate*
72-73	1350	2.29
73-74	1398	2.40
74-75	1526	2.61
75-76	1617	2.74
76-77	1683	2.87
77-78	1217	2.08
78-79	1431	2.47
79-80	1556	2.72
80-81	1509	2.77
81-82	1431	2.66

*Percent of October 1 Membership

Figure 8. TOTAL NUMBER OF SCHOOL LEAVERS AND PERCENTAGE OF MEMBERSHIP WHO ARE LEAVERS.

Evaluation Question D2-1. Are the success rates for tutorial courses acceptable?

Figure 9 summarizes the percentage of students who met competency requirements at the end of a tutorial course during the last four years. Attachment 2 provides a more detailed summary by campus. In comparing 1981-82 success rates with those from previous years, several factors must be considered.

- The lack of security of the CAT, expecially the Form B Reading Test, was such that the success rate for reading tutorial courses is probably overestimated prior to the fall of 1981.

- Beginning in 1981-82, tutorial courses began enrolling students with a 9.0 criterion to achieve. Other students, those scheduled to graduate by 1982, were working toward an 8.5 criterion.

- Beginning in 1981-82, the ITBS was used to test students for competency. The unfamiliarity of teachers and students with the ITBS, and the fact that the tutorial curriculum had been originally directed toward the CAT objectives, resulted in some frustration on the part of teachers and possibly students.

Inspection of the numbers reported previously in Figure 3, reveals that if the success rate of the tutorial courses remains the same, the number of students not meeting the higher 9.0 criterion in 1983 will probably be 3 times higher than the number who did not meet the 8.5 criterion in 1982.

Time of Testing	Test Form	Math % Met	Reading % Met
1978-79 fall	B	50.9	39.6
winter	B	64.2	48.3
spring	B	72.3	53.3
1979-80 fall	B	68.8	57.9
winter	A	47.9	20.6
spring	B	68.8	44.0
1980-81 fall	A	58.8	28.5
spring	B	65.7	44.7
1981-82 fall	B	45.8	14.4
**spring	7	50.1*	17.6

*Students who took a spring tutorial even though they had met competency in the fall are included here. See page 25 for details.

**See Figure 10. These percentages would be 53.9% for math and 21.2% for reading if the students who met competency on the TABS or STEP in the spring and did not take the ITBS in their tutorial were included and assumed to be in the "met" category.

Figure 9. THE PERCENTAGE OF TUTORIAL STUDENTS MEETING COMPETENCY, 1978-79 TO 1981-82.

SCHOOL	NUMBER OF TUTORIAL STUDENTS WHO DID NOT TAKE THE ITBS IN: MATH	READING
ANDERSON	2	0
AUSTIN	0	1
CROCKETT	10	1
LBJ	2	0
JOHNSTON	4	2
LANIER	4	8
MCCALLUM	0	1
ROBBINS	0	1
TRAVIS	5	10
TOTALS	27	24

Figure 10. NUMBER OF TUTORIAL STUDENTS WHO MET COMPETENCY ON THE 1982 STEP OR TABS, THEN DID NOT TAKE THE ITBS IN THEIR TUTORIAL CLASS.

The success rates for tutorial courses for each semester are important; however, not all students can be realistically expected to make up their skills deficit in one semester and will require more than one tutorial course. Therefore, an estimate of the ultimate success rate for the tutorials is the percentage of students who have taken a tutorial (or several) who eventually have to sign a waiver letter. Figure 11 provides data related to this. This figure shows that 9% of the 1982 seniors took at least one tutorial course before meeting competency in math, and 9% in reading. At the end of their senior year 82% of these tutorial takers had met competency in math, and 71% in reading. (See Figure 12).

Evaluation Question D2-2. What were the characteristics of the 1982 graduates who signed waiver letters?

Figure 11 summarizes those characteristics which are available on computer files. Special education students who were exempted because they could not be tested validly are also described.

Characteristic	Students Signing Waivers: Reading	Students Signing Waivers: Math	Students Using A Special Education Exemption	All Seniors in AISD
Number of Tutorials Taken				
Reading: 0	24	36	99	2734
1	56	23	11	252
2	34	26	6	144
3	32	6	0	39
4	2	0	0	4
Math: 0	71	25	106	2804
1	62	51	8	313
2	10	11	0	44
3	5	3	1	10
4	0	1	1	2
Years in AISD High School				
1	23	17	6	258
2	8	3	6	110
3	9	4	3	129
4	93	52	74	2510
5	14	13	22	143
6	1	2	5	23
Average	3.47	3.52	3.99	3.71
Average Age on May 31, 1982	18.64	18.77	19.13	18.26
Sex				
Male	40%	51%	75%	50%
Female	60%	49%	25%	50%
Ethnicity				
Black	53%	48%	41%	16%
Hispanic	29%	24%	22%	20%
Anglo/Other	18%	29%	36%	64%
Hours per Day of Special Education Instruction				
< or = 3	10	9	25	-
> 3	2	2	91	-
Limited-English Proficiency				
LEP at Graduation	9	0	2	31
Exited from LEP	0	0	0	3
Never LEP	139	91	114	3139
Grade Point Average	76.20	75.05	79.62	82.64
Total Number of Students	148	91	116	3173

Figure 11. CHARACTERISTICS OF STUDENTS SIGNING LETTERS OF WAIVER OR USING SPECIAL EDUCATION EXEMPTIONS, 1981-82 SENIORS. (These data do not include graduates from special schools.)

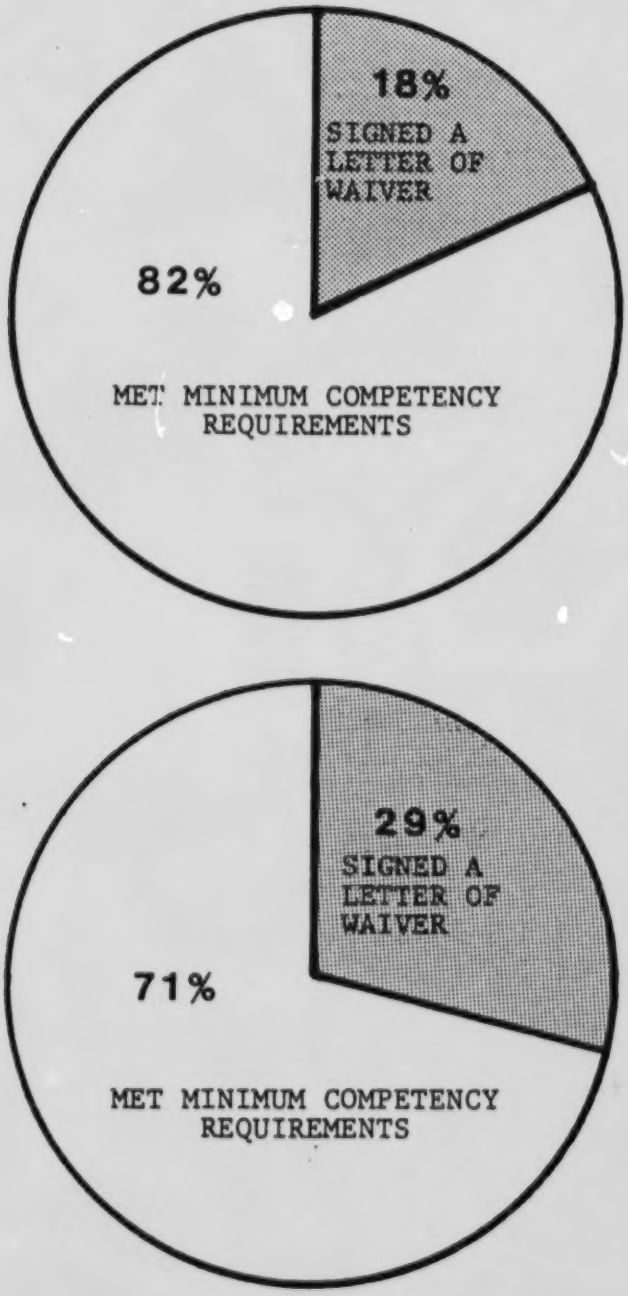

Figure 12. PERCENTAGE OF 1982 SENIORS WHO MET COMPETENCY AFTER TAKING AT LEAST ONE TUTORIAL COURSE.

Evaluation Question D2-3. What changes in the measurement, reporting, and record-keeping system were made in 1981-82?

1. The California Achievement Tests (CAT) was replaced by the Iowa Tests of Basic Skills (ITBS) for all special and tutorial testing. The official decision to change was made during the summer of 1981, and many administrators and teachers were caught by surprise when the ITBS was administered in the fall.

2. The Competency File was programmed to be accessible on the CRT's at each high school campus. This provided the capability to each counselor and registrar to view the current competency testing and status record of each student and to send a message to ORE reporting any discrepancies. See Attachment 4 for documentation.

3. The revised policy and procedures for including special education students in standardized testing were implemented. Each student's Admission, Review, and Dismissal (ARD) Committee now determines whether the student can be validly tested. Those who cannot be are exempted. Details of the procedures and reporting forms are included in the Systemwide Technical Report.

4. Differentiated Report A was revised to show which students are currently enrolled in a tutorial course and which students have been exempted from competency testing by their ARD Committees. This was a response to a request from counselors to have a list from which they could determine which students should be tested in special sessions.

5. Some limited-English-proficient (LEP) students no longer are required to take a tutorial course. The Language Proficiency Assessment Committee (LPAC) may determine that a LEP student should not take a tutorial course if that student's English language proficiency is below the level required to benefit from the tutorial. A LEP student may submit a letter of waiver without having taken a tutorial if the LPAC recommends courses other than a tutorial. See Attachment 5.

6. TABS scores from other school districts now may be used to meet the competency requirements. The transfer student's official record must contain the total raw score to be valid. See Attachment 6.

Evaluation Question D2-4. What other changes in the measurement, reporting, and record-keeping system are needed?

1. The dates for special sessions have been too late for schools to schedule students based on the competency test results. Attachment 7 contains the communications made concerning this issue. The resolution was to allow schools to request special session dates as early as they need them.

2. A decision is needed from the assistant superintendent for secondary education concerning the appropriateness of seniors who take an early tutorial test and do not pass taking another test at the regular time "to have one last chance to meet competency." ORE denied such requests in the spring of 1982; however, some of the seniors who attended a second tutorial session without a prior request were tested and others were turned away by the testers.

3. A request has been made by some counselors to have the Differentiated Report A show the number of courses completed in an area. This will allow them to determine which students have completed/passed the courses required prior to taking a tutorial. This will be done pending availability of the programmer's time.

4. The Competency File accessible on each high school's CRT's is not being used to find students' current status and to send discrepancy messages. In a meeting of the High School Data Control Committee on May 6, 1982, the problem was discussed, and the following recommendations were made.

    - Recommunicate the availability of the file in the fall of 1982.
    - Call the counselors and registrators together for a meeting to learn the procedures.

5. The instructional coordinator for math communicated to ORE the dissatisfaction of some teachers with ORE testers' attitude during testing. The teachers were reported to have said the testers were not friendly, were too business-like, and did not tell the students that they will do well on the test if they try. ORE's response was that testers should be friendly, business-like, but not comment on students' chances to meet competency. The larger issue behind this is whether teachers should test their own students. Currently, they do not for test-security reasons. However, if the District develops multiple forms of a competency test and negates the advantage of teachers' knowing items, then teachers might test their own students.

6. Providing preslugged answer sheets for competency testing saves schools and ORE much time. However, the current plan, printing an answer sheet in the fall for any student who has not met competency and then reprinting an answer sheet in the spring just for those who were tested in the fall and did not pass, results in too many wasted sheets and too many hand-completed sheets. ORE staff needs to design a way to produce preslugged answer sheets for special and tutorial sessions to reduce the waste and hand coding.

7. More forms of the competency tests and a closer match between tests and curriculum are needed. See question D3-3 for options.

Evaluation Question D3-1. On which tests and at what times did the 1982 graduates meet the competency requirements?

Figure 13 shows how the 1981-82 seniors first met competency. If a student met competency in the same term more than once, the priority for placement in Figure 13 is as follows: TABS, special session, STEP, tutorial testing. Then the numbers of students for fall and spring in the same category were combined into a number meeting competency during that grade.

Condition of First Meeting Competency Requirements	1981-82 SENIORS					
	READING			MATH		
	#	%	Cumulative %	#	%	Cumulative %
CAT, Grade 8	1383	44.5	44.5	1385	44.6	44.6
S.S., Grade 9	2	0.1	44.6	0	0.0	44.6
STEP, Grade 9	436	14.0	58.6	250	8.0	52.6
T.S., Grade 9	0	0.0	58.6	0	0.0	52.6
S.S., Grade 10	138	4.4	63.0	295	9.5	62.1
STEP, Grade 10	259	8.3	71.4	199	6.4	68.5
T.S., Grade 10	4	0.1	71.5	11	0.4	68.9
S.S., Grade 11	180	5.8	77.3	274	8.8	77.7
STEP, Grade 11	89	2.9	80.1	71	2.3	80.0
T.S., Grade 11	130	4.2	84.3	142	4.6	84.5
S.S., Grade 12	123	4.0	88.3	145	4.7	89.2
STEP, Grade 12	53	1.7	90.0	25	0.8	90.0
T.S., Grade 12	18	0.6	90.6	61	2.0	92.0
SOME OTHER TEST*	6	0.2	90.8	14	0.5	92.4
NOT MET COMPETENCY	287	9.2	100.0	236	7.6	100.0
TOTAL # OF SENIORS	3108	100.0	100.0	3108	100.0	100.0

S.S. = SPECIAL SESSION T.S. = TUTORIAL SESSION

*Other test probably TABS; time of testing not indicated

Figure 13. HOW 1981-82 SENIORS FIRST MET MINIMUM COMPETENCY REQUIREMENTS.

Evaluation Question D3-2. What was the impact of the switch to the ITBS?

Figure 9 and Attachment 2 provide the percentage of students who have met competency during each tutorial and special session since fall, 1978. Figure 14 displays the tutorial passing rates at the different criterion levels. In the absence of any other explanation, the drop in success rates for the tutorial courses appears to have been a result more of the change in tests (CAT to ITBS) than in the change in criteria (8.5 to 9.0). This decrease would have been expected for reading tutorials since the security of the CAT vocabulary items had not been maintained. A decrease for math tutorials may reflect a reduction in the match between the test used and the tutorial curriculum.

	1981-82						1980-81 COMBINED (8.5 & 9.0)
	8.5			9.0			
DATE	# TESTED	# PASS	% PASS	# TESTED	# PASS	% PASS	% PASS
FALL	194	63	32.5	595	140	23.5	37.9
SPRING	144	32	22.2	663	203	30.6	32.1

Figure 14. TUTORIAL PASSING RATES FOR READING AND MATH COMBINED, 8.5 AND 9.0.

Evaluation Question D3-3. What options are available for future competency tests?

1. The program could be continued as it exists.
2. The TABS alone could be the competency measure.
3. The annual standardized tests (ITBS, STEP) could be the only competency measures, given only once a year.
4. An item bank could be assembled to allow the generation of multiple, parallel forms of a competency test.

Recent court cases have defined what constitutes a defensible minimum competency requirement.

- Valid objectives which describe those skills which are truly basic competencies.
- A valid measure of these objectives.
- Assurance that the skills are actually taught.
- Early assessment and identification of those needing remediation.
- Remedial or tutorial assistance for those needing it.
- Multiple opportunities to pass the competency test.

Figure 15 compares the four progams/options shown above on the six characteristics of a legally defensible competency program.

COMPETENCY PROGRAM CHARACTERISTICS	TYPE OF PROGRAM				Comments
	Current Program	TABS Only	Standardized Tests Only	Item Bank	
Valid Objectives	?	+	?	+	An item bank built around the TABS objectives uses objectives set through an elaborate statewide effort. Current program objectives were shaped by the CAT skills rather than being set from the ground up.
Valid Measure	?	+	?	+	All tests can probably be shown to be valid for the objectives/skills measured. However, unless the objectives are valid, the test cannot be.
Skills Actually Taught	-	+	-	+	Standardized tests measure such a wide range of skills that assuring that all are taught is problematic.
Early Assessment	+	+	+	+	All begin by grade 9.
Remedial/Tutorial Assistance	+	+	+	+	All identify students prior to start of tutorials in grade 11.
Multiple Opportunities	+	?	?	+	TABS and standardized tests only allow testing just once per year.

+ = Strength ? = Unknown - = Weakness

Figure 15. COMPARISONS OF STRENGTHS AND WEAKNESSES OF COMPETENCY PROGRAMS ON SIX CHARACTERISTICS OF A LEGALLY DEFENSIBLE PROGRAM.

Evaluation Question D4-1. How many 1982 graduates who signed waiver letters were special education students?

Figure 16 shows how many special education students signed waiver letters because they were not exempt and did not meet competency in reading and/or math.

	NUMBER OF SPECIAL EDUCATION STUDENTS	
	1981-82	1980-81
Signed letter in math only	4	4
Signed letter in reading only	5	5
Signed letters in both	8	7
Total number signing at least one letter	17	16

Figure 16. NUMBER OF SPECIAL EDUCATION STUDENTS WHO WERE NOT EXEMPT AND SIGNED WAIVER LETTERS.

Evaluation Question D4-2. How many special education students were exempted by their ARD committees from competency testing? Of these, how many received more than three hours per day of special education service?

Figure 17 shows the number of graduates who used at least one special education exemption and received more than three hours per day of special education service.

Number of hours per day of special education service	Number of graduates using at least one exemption
3 or less	25
More than 3	109
Total	134

Figure 17. HOURS PER DAY OF SPECIAL EDUCATION SERVICE FOR SPECIAL EDUCATION GRADUATES USING AT LEAST ONE EXEMPTION.

Information Question 11. What will be the 1982 TABS minimum competency levels?

Attachment 8 contains the frequency distributions for the scores of students who took both the TABS and the STEP in 1982. For the third year in succession, a TABS raw score of 37 was equated with the 9.0 graduation competency requirement on the STEP.

ADDITIONAL DATA AND DOCUMENTATION

Eighth Graders Not Meeting Competency Requirements, 1978 Through 1982

Figure 18 shows the number and percentage of eighth graders who did not meet the 8.5 and the 9.0 competency criteria from 1978 through 1982. For the last two years, the percentage of students who have met competency on their first opportunity has increased.

		READING					MATH				
			BELOW 8.5		BELOW 9.0			BELOW 8.5		BELOW 9.0	
YEAR	TEST	# TESTED	#	%	#	%	# TESTED	#	%	#	%
1978	CAT	4648	2388	51.4	2622	56.4	4565	2382	52.2	2756	60.4
1979	CAT	4594	2402	52.3	2640	58.1	4594	2300	50.1	2699	58.1
1980	ITBS	4035	2191	54.3	2400	59.5	4035	2050	50.8	2346	58.1
1981	ITBS	3810	1847	48.5	2062	54.1	3821	1752	45.9	2034	53.2
1982	ITBS	3638	1667	45.8	1878	51.6	3627	1576	43.5	1866	51.4

Figure 18. NUMBER AND PERCENTAGE OF EIGHTH GRADERS TESTED WHO DID NOT MEET 8.5 AND 9.0 COMPETENCY LEVELS IN 1978-1982.

Communications Relating to Minimum Competency Activities

Attachment 7 contains the communications sent during the 1981-82 school year relating to the minimum competency requirements.

DOCUMENTATION OF A PROBLEM: INCORRECT MATH COMPETENCY CRITERION FOR ITBS FORM 8

The ITBS Form 8 was administered as the competency test in the fall of 1981. The raw score criteria set for each competency level in reading and math were incorrectly assumed/determined to be the same as for Form 7. Figure 19 shows the raw score which most closely matches the 8.5 and 9.0 criteria. (Note that the 8.5 criterion is actually an 8.6 criterion since the sixth month of eighth grade was originally used as the criterion date for "average performance in the middle of grade 8.")

Test	Form	Raw Score Criterion for 8.5	9.0
Reading	7	57	61
	8	57	62
Math	7	61	67
	8	51	58

Figure 19. RAW SCORE CRITERIA WHICH BEST FIT 8.5 AND 9.0 STANDARDS

Obviously the use of Form 7 criteria in math for Form 8 tests resulted in fewer students meeting competency standards in math than was appropriate. The test results for all students from the fall of 1981 when Form 8 was used were recalculated to determine correctly competency status in math. Reading competency was not recalculated since the apparent discrepancy was only one raw score point and was in the favor of the students. Figure 20 summarizes the impact of the change in the math criterion.

# of students who met math competency but were not originally credited	177
# of students who met math competency on a subsequent test	75
# of students who did not meet math competency on a subsequent test	102
# of graduates who had signed a letter of waiver but who should have been credited with math competency	14

Figure 20. IMPACT OF THE CHANGE IN MATH CRITERION FOR ITBS FORM 8.

Attachment 7 includes the communications sent regarding these changes--including a letter to graduates who had signed an unnecessary waiver letter.

ATTACHMENT 1

FORMS SENT TO HIGH SCHOOLS FOR REPORTING 1982 GRADUATES' COMPETENCY STATUS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 24, 1982

TO: High School Principals

FROM: Glynn Ligon

SUBJECT: 1982 Graduates with Special Education Exemptions or Letters of Waiver

Please complete and return the attached forms as soon as your records for 1982 graduates are complete. Rick Battaile is available in our office to answer any questions you have (458-1227).

The three forms are:

A. Graduates Who Used a Letter of Waiver

B. Graduates Who Used a Special Education Exemption

C. Total Number of 1982 Graduates

GL:if
Enclosure

cc: Registrars
Building Test Coordinator for Min. Comp.
Maud Sims
J. M. Richard

Approved: _____
Director of Research and Evaluation

Approved: _____
Acting Assistant Superintendent for Secondary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

A

1982 GRADUATES WHO USED A LETTER OF WAIVER

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The following January and May, 1982 graduates signed a letter of waiver in lieu of meeting the competency requirements in the area(s) checked.

Student Name	Number	Reading	Math
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
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_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___
_____	--------	___	___

Please return this list to: Rick Battaile, Office of Research and Evaluation, Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

B

1981 GRADUATES WHO USED A SPECIAL EDUCATION EXEMPTION

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The following grade 12 students were exempted by their ARD Committees from the minimum competency testing. Please add to or revise this listing based on information at your campus.

Student Name	Number	Exempted in Reading	Exempted in Math	Did this student graduate in either January or May, 1982? YES	Did this student graduate in either January or May, 1982? NO
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—
_____	--------	—	—	—	—

NOTE: If any students have met competency on the STEP, ITBS, TABS, or CAT, their competency score will replace their exemption on our records. Please return this list to: Rick Battaile, Office of Research and Evaluation, Box 79.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

C

TOTAL NUMBER OF 1982 GRADUATES

SCHOOL: _____

PERSON COMPLETING THIS FORM: _____

The total number of January and May, 1982 graduates for this school year is _____.

Please, return this form to: Rick Battaile, Office of Research and Evaluation

ATTACHMENT 2

COMPETENCY TEST RESULTS, 1978-1982--BY SCHOOL

AUSTIN INDEPENDENT SCHOOL DISTRICT

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	373	345	718	51.9	353	439	792	44.6
winter	B	662	466	1128	58.7	268	393	661	40.5
spring	B	408	324	732	55.7	276	440	716	38.5
1979-80 fall	B	839	532	1171	61.2	457	438	895	51.1
winter	A	418	526	944	44.3	260	513	773	33.6
spring	B	365	408	773	47.2	249	551	800	31.1
1980-81 fall	A	722	845	1567	46.1	600	967	1567	38.3
spring	B	547	861	1408	38.8	419	1063	1482	28.3
1981-82 fall	8	566	702	1268	44.6	430	939	1368	31.4
spring	7	455	836	1291	35.2	307	1204	1511	20.3

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	254	230	484	52.5	275	320	595	46.2
winter	B	526	390	916	57.4	195	315	510	38.2
spring	B	267	270	537	49.7	195	369	564	34.6
1979-80 fall	B	616	431	1047	58.8	358	366	724	49.4
winter	A	315	414	729	43.2	232	405	637	36.4
spring	B	224	344	568	39.4	161	439	600	26.8
1980-81 fall	A	581	746	1327	43.8	447	584	1031	43.4
spring	B	342	757	1099	31.1	174	775	949	18.3
1981-82 fall	B	312	508	820	38.0	244	471	715	34.1
spring	7	266	660	926	28.7	193	756	949	20.3

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	119	115	234	50.9	78	119	197	39.6
winter	B	136	76	212	64.2	73	78	151	48.3
spring	B	141	54	195	72.3	81	71	152	53.3
1979-80 fall	B	223	101	324	68.8	99	72	171	57.9
winter	A	103	112	215	47.9	28	108	136	20.6
spring	B	141	64	205	68.8	88	112	200	44.0
1980-81 fall	A	141	99	240	58.8	153	383	536	28.5
spring	B	178	93	271	65.7	225	278	503	44.7
1981-82 fall	8	137	162	299	45.8	73	434	507	14.4
spring	7	168	167	335	50.1	93	434	527	17.6

SENIOR TRANSFERS

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1980-81 fall	A								
spring	B	27	11	38	71.1	20	10	30	66.7
1981-82 fall	8	117	32	149	78.5	113	34	147	76.9
spring	7	21	9	30	70.0	21	14	35	60.0

ANDERSON HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	74	39	113	65	54	41	95	57
winter	B	130	41	171	76	21	34	55	38
spring	B	56	28	84	67	24	29	53	45
1979-80 fall	B	126	63	189	67	54	29	83	65
winter	A	40	41	81	49	34	21	55	62
spring	B	10	16	26	39	20	32	52	39
1980-81 fall	A	74	99	173	43	53	83	136	39
spring	B	50	97	147	34	38	135	173	22
1981-82 fall	8	33	44	77	43	21	78	99	21
spring	7	21	63	84	25	29	151	180	16

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	68	33	101	67	46	36	82	56
winter	B	122	36	158	77	19	33	52	37
spring	B	48	26	74	35	24	27	51	47
1979-80 fall	B	123	60	183	67	51	29	80	64
winter	A	36	38	74	49	32	19	51	63
spring	B	7	12	19	37	18	28	46	39
1980-81 fall	A	60	87	147	41	35	18	53	66
spring	B	41	87	128	32	15	85	100	15
1981-82 fall	8	26	30	56	46	13	30	43	30
spring	7	16	48	64	25	19	123	142	13

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	6	6	12	50	8	5	13	62
winter	B	8	5	13	62	2	1	3	67
spring	B	8	2	10	80	0	2	2	0
1979-80 fall	B	3	3	6	50	3	0	3	100
winter	A	4	3	7	57	2	2	4	50
spring	B	3	4	7	43	2	4	6	33
1980-81 fall	A	14	12	26	54	18	65	83	22
spring	B	9	10	19	47	23	50	73	32
1981-82 fall	8	7	14	21	33	8	48	56	14
spring	7	5	15	20	25	10	28	38	26

AUSTIN HIGH

TOTAL

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	30	20	50	60	36	23	59	61
winter	B	26	17	43	60	42	6	48	88
spring	B	12	5	17	71	23	43	66	35
1979-80 fall	B	131	69	200	66	106	50	156	68
winter	A	110	102	212	52	81	124	205	40
spring	B	12	5	17	71	9	8	17	53
1980-81 fall	A	84	177	261	32	77	191	268	29
spring	B	43	84	127	34	39	90	149	40
1981-82 fall	8	46	72	118	39	27	89	116	23
spring	7	43	89	132	33	20	103	123	16

SPECIAL SESSION

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	23	16	39	59	29	13	42	69
winter	B	22	13	35	63	12	4	16	75
spring	B	1	0	1	100	19	42	61	31
1979-80 fall	B	85	58	143	59	80	45	125	64
winter	A	93	85	178	52	81	113	194	42
spring	B	—	—	—	—	2	1	3	67
1980-81 fall	A	77	168	245	31	61	125	186	33
spring	B	28	75	103	27	16	75	91	18
1981-82 fall	8	29	54	83	35	20	42	62	33
spring	7	26	62	88	30	16	49	65	25

TUTORIAL

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	7	4	11	64	7	10	17	41
winter	B	4	4	8	50	30	2	32	94
spring	B	11	5	16	69	4	1	5	80
1979-80 fall	B	46	11	57	81	26	5	31	84
winter	A	17	17	34	50	0	11	11	0
spring	B	12	5	17	71	7	7	14	50
1980-81 fall	A	7	9	16	44	16	66	82	20
spring	B	15	9	24	63	43	15	58	74
1981-82 fall	8	17	18	35	49	7	47	54	13
spring	7	17	27	44	39	4	54	58	7

CROCKETT HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	24	18	42	57	28	18	46	61
winter	B	95	28	123	77	19	13	32	59
spring	B	71	42	113	63	21	11	32	66
1979-80 fall	B	108	39	147	73	58	15	73	79
winter	A	38	39	77	49	6	10	16	38
spring	B	57	40	97	59	18	20	38	47
1980-81 fall	A	133	85	218	61	124	78	202	61
spring	B	84	148	232	36	67	131	198	34
1981-82 fall	8	75	80	155	48	49	92	141	35
spring	7	51	102	153	33	54	156	210	26

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	6	5	11	55	22	12	34	65
winter	B	74	20	94	79	13	10	23	57
spring	B	53	40	93	57	11	10	21	52
1979-80 fall	B	93	30	123	76	39	14	53	74
winter	A	23	29	52	44	2	5	7	29
spring	B	40	32	72	56	15	17	32	47
1980-81 fall	A	119	80	199	60	106	75	181	59
spring	B	66	143	209	31	33	126	159	21
1981-82 fall	8	51	63	114	45	48	71	119	40
spring	7	41	83	124	33	40	113	153	26

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	18	13	31	58	6	6	12	50
winter	B	21	8	29	72	6	3	9	67
spring	B	18	2	20	90	10	1	11	91
1979-80 fall	B	15	9	24	63	19	1	20	95
winter	A	15	10	25	60	4	5	9	44
spring	B	17	8	25	68	3	3	6	50
1980-81 fall	A	14	5	19	74	18	3	21	86
spring	B	18	5	23	78	34	5	39	87
1981-82 fall	8	24	17	41	59	1	21	22	5
spring	7	10	19	29	34	14	43	57	25

LBJ HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	24	31	55	44	51	52	103	50
winter	B	39	38	77	51	22	38	60	37
spring	B	117	121	238	49	65	120	185	35
1979-80 fall	B	92	49	141	65	36	62	98	37
winter	A	14	13	27	62	3	16	19	16
spring	B	25	13	38	66	19	42	61	31
1980-81 fall	A	43	53	96	45	30	80	110	27
spring	B	43	61	104	41	37	64	101	37
1981-82 fall	8	42	65	107	39	17	82	99	17
spring	7	50	72	122	41	21	92	113	19

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	9	7	16	56	42	37	79	53
winter	B	15	23	38	39	16	30	46	35
spring	B	86	108	194	44	50	98	148	34
1979-80 fall	B	25	36	61	41	33	44	77	43
winter	A	1	0	1	100	1	0	1	100
spring	B	—	—	—	—	—	—	—	—
1980-81 fall	A	21	33	54	39	16	20	36	44
spring	B	22	51	73	30	12	38	50	24
1981-82 fall	8	16	45	61	26	10	36	46	22
spring	7	16	52	68	24	11	38	49	22

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	15	24	39	38	9	15	24	38
winter	B	24	15	39	62	6	8	14	43
spring	B	31	13	44	70	15	22	37	41
1979-80 fall	B	67	13	80	84	3	18	21	14
winter	A	13	13	26	50	2	16	18	11
spring	B	25	13	38	66	19	42	61	31
1980-81 fall	A	22	20	42	52	14	60	74	19
spring	B	21	10	31	68	25	26	51	49
1981-82 fall	8	26	20	46	57	7	46	53	13
spring	7	34	20	54	63	10	54	64	16

41

JOHNSTON HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	65	97	162	40	34	108	142	24
winter	B	37	64	101	37	25	104	129	19
spring	B	69	72	141	49	33	70	103	32
1979-80 fall	B	47	87	134	35	49	90	139	35
winter	A	12	66	78	15	15	70	85	18
spring	B	65	142	207	31	60	136	196	44
1980-81 fall	A	56	96	152	37	50	88	138	36
spring	B	69	150	219	32	63	135	198	32
1981-82 fall	8	48	102	150	32	38	118	156	24
spring	7	64	139	203	32	42	176	218	19

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	36	69	105	34	21	75	96	22
winter	B	11	53	64	17	15	75	90	17
spring	B	46	56	102	45	8	52	60	13
1979-80 fall	B	24	62	86	28	25	77	102	25
winter	A	3	44	47	6	10	50	60	17
spring	B	42	128	170	25	32	136	168	19
1980-81 fall	A	34	89	123	28	22	28	50	44
spring	B	40	134	174	23	19	118	137	14
1981-82 fall	8	32	71	103	31	29	44	73	40
spring	7	43	106	149	29	21	104	125	17

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	29	28	57	51	13	33	46	28
winter	B	26	11	37	70	10	29	39	26
spring	B	23	16	39	59	25	18	43	58
1979-80 fall	B	23	25	48	48	24	13	37	65
winter	A	9	22	31	29	5	20	25	20
spring	B	23	14	37	62	28	0	28	100
1980-81 fall	A	22	7	29	76	28	60	88	32
spring	B	29	16	45	64	44	17	61	72
1981-82 fall	8	16	31	47	34	9	74	83	11
spring	7	21	33	54	39	21	72	93	23

KEALING

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	9	19	28	32	13	17	30	43
winter	B	12	23	35	34	11	19	30	37
spring	B	11	15	26	42	8	23	31	26
1979-80 fall	B	12	22	34	35	12	20	32	38
winter	A	6	15	21	29	1	22	23	4
spring	B	5	15	20	25	4	21	25	16
1980-81 fall	A	4	19	23	17	4	20	24	17
spring	B	6	5	11	55	6	7	13	46
1981-82 fall	8	4	13	17	24	5	13	18	28
spring	7	8	14	22	36	2	16	18	11

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	9	19	28	32	13	17	30	43
winter	B	11	23	34	34	11	19	30	37
spring	B	11	15	26	42	8	23	31	26
1979-80 fall	B	12	22	34	35	12	20	32	38
winter	A	6	15	21	29	1	22	23	4
spring	B	6	15	20	25	4	18	22	18
1980-81 fall	A	4	19	23	17	4	20	24	17
spring	B	6	5	11	55	6	7	13	46
1981-82 fall	8	4	13	17	24	5	13	18	28
spring	7	8	14	22	36	2	16	18	11

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	—	—	—	—	—	—	—	—
winter	B	1	0	1	100	—	—	—	—
spring	B	—	—	—	—	—	—	—	—
1979-80 fall	B	—	—	—	—	—	—	—	—
winter	A	—	—	—	—	—	—	—	—
spring	B	—	—	—	—	0	3	3	0
1980-81 fall	A	—	—	—	—	—	—	—	—
spring	B	—	—	—	—	—	—	—	—
1981-82 fall	8	—	—	—	—	—	—	—	—
spring	7	—	—	—	—	—	—	—	—

LANIER HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	30	24	54	56	19	11	30	63
winter	B	32	36	68	47	7	13	20	35
spring	B	19	5	24	79	4	5	9	44
1979-80 fall	B	107	70	177	60	32	32	64	50
winter	A	15	25	40	38	5	16	21	24
spring	B	13	10	23	57	39	73	112	35
1980-81 fall	A	72	48	120	60	54	69	123	44
spring	B	40	41	81	49	36	83	119	30
1981-82 fall	B	47	87	134	35	42	84	126	33
spring	7	49	134	183	27	30	132	162	19

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	13	6	19	68	13	2	15	87
winter	B	19	16	35	54	4	3	7	57
spring	B	1	1	2	50	3	1	4	75
1979-80 fall	B	81	51	132	61	28	25	53	53
winter	A	--	—	—	—	—	—	—	--
spring	B	2	3	5	40	35	67	102	34
1980-81 fall	A	30	29	79	63	44	24	68	65
spring	B	29	33	62	47	21	39	60	35
1981-82 fall	B	39	65	104	38	32	47	79	41
spring	7	28	112	140	20	26	79	105	25

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	17	18	35	49	6	9	15	40
winter	B	13	20	33	39	3	10	13	23
spring	B	18	4	22	82	1	4	5	20
1979-80 fall	B	26	19	45	58	4	7	11	36
winter	A	15	25	40	38	5	16	21	24
spring	B	11	7	18	61	4	6	10	40
1980-81 fall	A	22	19	41	54	10	45	55	18
spring	B	11	8	19	58	15	44	59	25
1981-82 fall	B	8	22	30	27	10	37	47	21
spring	7	21	22	43	49	4	53	57	7

MCCALLUM HIGH

TOTAL

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	35	34	69	51	48	55	103	47
winter	B	86	83	169	51	34	45	79	43
spring	B	7	6	13	54	37	65	102	36
1979-80 fall	B	74	56	130	57	43	54	97	44
winter	A	80	97	177	45	52	102	154	34
spring	B	47	58	99	41	26	73	99	26
1980-81 fall	A	52	52	104	50	41	57	98	42
spring	B	43	61	104	41	26	89	115	23
1981-82 fall	B	42	41	83	51	39	65	104	38
spring	7	37	60	97	38	22	78	100	22

SPECIAL SESSION

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	32	27	59	54	37	41	78	47
winter	B	81	80	161	50	28	35	63	44
spring	B	--	--	--	--	31	58	89	35
1979-80 fall	B	63	44	107	59	41	46	87	47
winter	A	78	91	169	46	52	92	144	36
spring	B	29	49	78	37	23	63	86	27
1980-81 fall	A	48	42	90	53	39	49	88	44
spring	B	35	53	88	40	16	68	84	19
1981-82 fall	B	37	31	68	54	30	30	64	47
spring	7	22	46	68	32	13	48	61	21

TUTORIAL

TIME OF TESTING	FORM	MATH				READING			
		MET	NOT MET	TOTAL	% MET	MET	NOT MET	TOTAL	% MET
1978-79 fall	B	3	7	10	30	11	14	25	44
winter	B	5	3	8	63	6	10	16	38
spring	B	7	6	13	54	6	7	13	46
1979-80 fall	B	11	12	23	48	2	8	10	20
winter	A	2	6	8	25	0	10	10	0
spring	B	12	9	21	57	3	10	13	23
1980-81 fall	A	4	10	14	29	2	8	10	20
spring	B	8	8	16	50	10	21	31	32
1981-82 fall	B	5	10	15	33	9	31	40	23
spring	7	15	14	29	52	9	30	39	23

REAGAN HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	11	13	24	46	37	80	117	32
winter	B	53	34	87	61	36	58	94	38
spring	B	21	20	41	51	20	25	45	44
1979-80 fall	B	59	29	88	67	37	52	89	42
winter	A	40	65	105	38	29	75	104	28
spring	B	52	48	100	52	32	84	116	28
1980-81 fall	A	65	42	107	61	46	59	105	44
spring	B	37	62	99	37	25	107	132	19
1981-82 fall	B	43	82	125	34	24	103	127	19
spring	7	41	83	124	33	20	103	123	16

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	3	5	8	38	32	70	102	31
winter	B	42	31	73	58	31	50	81	38
spring	B	15	18	33	45	12	17	29	41
1979-80 fall	B	49	28	77	64	32	47	79	41
winter	A	29	59	88	33	28	66	94	30
spring	B	39	47	86	45	21	73	94	22
1980-81 fall	A	47	32	79	60	42	55	97	43
spring	B	25	59	84	30	9	76	85	11
1981-82 fall	B	29	69	98	30	24	80	104	23
spring	7	33	72	105	31	16	83	99	16

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	8	8	16	50	5	10	15	33
winter	B	11	3	14	79	5	8	13	39
spring	B	6	2	8	75	8	8	16	50
1979-80 fall	B	10	1	11	91	5	5	10	50
winter	A	11	6	17	65	1	9	10	10
spring	B	13	1	14	93	11	11	22	50
1980-81 fall	A	18	10	28	64	4	4	8	50
spring	B	12	3	15	80	16	31	47	34
1981-82 fall	B	14	13	27	52	0	23	23	0
spring	7	8	11	19	42	4	20	24	17

ROBBINS

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B								
winter	B								
spring	B								
1979-80 fall	B								
winter	A								
spring	B	3	9	12	25	—	—	—	—
1980-81 fall	A	5	21	26	19	6	9	15	40
spring	B	5	11	16	31	3	6	9	33
1981-82 fall	B	6	12	18	33	1	6	7	14
spring	7	1	6	7	14	1	2	3	33

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B								
winter	B								
spring	B								
1979-80 fall	B								
winter	A								
spring	B	3	9	12	25	—	—	—	—
1980-81 fall	A	5	20	25	20	6	9	15	40
spring	B	—	—	—	—	—	—	—	—
1981-82 fall	B	6	8	14	43	1	6	7	14
spring	7	0	6	6	0	1	2	3	33

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B								
winter	B								
spring	B								
1979-80 fall	B								
winter	A								
spring	B	—	—	—	—	—	—	—	—
1980-81 fall	A	0	1	1	0	—	—	—	—
spring	B	5	11	16	31	3	6	9	33
1981-82 fall	B	0	4	4	0	—	—	—	—
spring	7	1	0	1	100	—	—	—	—

TRAVIS HIGH

TOTAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	71	50	121	59	33	34	67	49
winter	B	152	102	254	60	51	63	114	45
spring	B	25	10	35	71	41	49	90	46
1979-80 fall	B	83	48	131	63	30	34	64	47
winter	A	63	63	126	50	34	57	91	37
spring	B	82	52	134	61	22	62	84	26
1980-81 fall	A	134	153	287	47	115	233	348	33
spring	B	100	130	230	43	39	206	245	16
1981-82 fall	8	63	72	135	47	54	175	229	24
spring	7	69	65	134	51	45	181	226	20

SPECIAL SESSION

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	55	43	98	56	20	17	37	54
winter	B	129	95	224	59	46	56	102	45
spring	B	6	6	12	50	29	41	70	41
1979-80 fall	B	61	40	101	60	17	19	36	47
winter	A	46	53	99	46	25	38	63	40
spring	B	57	49	106	54	11	36	47	23
1980-81 fall	A	116	147	263	44	72	161	233	31
spring	B	50	117	167	28	27	143	170	16
1981-82 fall	8	44	58	102	43	32	68	100	33
spring	7	33	59	92	36	28	101	129	22

TUTORIAL

TIME OF TESTING	FORM	MATH MET	MATH NOT MET	MATH TOTAL	MATH % MET	READING MET	READING NOT MET	READING TOTAL	READING % MET
1978-79 fall	B	16	7	23	70	13	17	30	43
winter	B	23	7	30	77	5	7	12	42
spring	B	19	4	23	83	12	8	20	60
1979-80 fall	B	22	8	30	73	13	15	28	46
winter	A	17	10	27	63	9	19	28	32
spring	B	25	3	28	89	11	26	37	30
1980-81 fall	A	18	6	24	75	43	72	115	37
spring	B	50	13	63	79	12	63	75	16
1981-82 fall	8	19	14	33	58	22	107	129	17
spring	7	36	6	42	86	17	80	97	18

ATTACHMENT 3

FORMS FOR SURVEY OF 1980 GRADUATES WHO SIGNED WAIVER LETTERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981-82

FORMER STUDENT INTERVIEW

Directions to the Interviewer

1. At least three attempts will be made to contact each former student, the initial call and two callbacks.

2. Place the call. Ask to speak to the former student. If the student is not there, inquire when or how the student could be reached. Then follow up later.

3. Note the disposition of each call by using the following abbreviations.

   NA = No Answer
   BZ = Busy
   NR = No Respondent (The respondent is not home or is not at the number called.)
   R = Refused Interview
   T = Terminated Interview (The respondent began the interview but quit before it was completed.)
   C = Completed Interview

4. There will be no callbacks if the interview was refused (R), terminated (T), or completed (C).

5. Log the area code for all long distance calls. Also, fill out a long distance call slip for each long distance call made.

6. Read or paraphrase the introduction.

7. Read the items and mark down the student's responses on the response sheet. Reread items if requested. Follow the skip pattern. READ ALOUD EVERYTHING WHICH IS NOT ITALICIZED.

8. Read or paraphrase the conclusion.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981-82

FORMER STUDENT INTERVIEW

INTRODUCTION: Hello. My name is _____. I work for the Austin Independent School District and we're calling former AISD students to find out what they have been doing since graduation. Your name was one of those selected at random from our list of 1980 graduates. The information you give us will be used to improve AISD's educational program. Will you help us? Thank you.

First, I am going to read some questions. You can answer each question with one of these five words: "Always," "Often," "Sometimes," "Rarely," or "Never." Please choose the word which best describes your answer.

Mark the student's responses to this section on the Response Sheet, not Below.

Since you graduated...

1. How often have you needed to read better? *(Read alternatives)*

   Always Often Sometimes Rarely Never

2. How often have you needed to do mathematics better? *(Read alternatives)*

   Always Often Sometimes Rarely Never

Next, I am going to read some statements. Please tell me whether you agree, disagree, or partly agree and partly disagree with each statement.

3. More should have been required of me in high school.

   If "AGREE," say: "Would you say you strongly agree or just agree?" *If "DISAGREE," say:* "Would you say you strongly disagree or just disagree?"

   Strongly Agree Agree Partly Agree, Partly Disagree Disagree Strongly Disagree

4. Overall, high school adequately prepared me for my present activities.

   If "AGREE," say: "Would you say you strongly agree or just agree?" *If "DISAGREE," say:* "Would you say you strongly disagree or just disagree?"

   Strongly Agree Agree Partly Agree, Partly Disagree Disagree Strongly Disagree

5. High school should have minimum competency requirements.

If "AGREE," say: "Would you say you strongly agree or just agree?" *If "DISAGREE," say:* "Would you say you strongly disagree or just disagree?"

Strongly Agree	Agree	Partly Agree, Partly Disagree	Disagree	Strongly Disagree

Mark the student's responses to this section on the Monthly Status Record.

Say: Next, I am going to ask you what you have been doing since graduation. In the first month after you graduated—June 1980—were you employed, a student, or other than employed or a student?

If "EMPLOYED," skip to A.
If "STUDENT," skip to B.
If "OTHER," skip to C.

A. *If the student was "EMPLOYED" and does not specify, say:* "Were you employed in the military?"

If "NO," skip to A.1.
If "YES," skip to A.2.

1. *Then say:* "Were you employed on a part- or a full-time basis?"

2. *Then say:* "Would you please tell me your estimate of your monthly <u>gross</u> income? That's before taxes and deductions."

3. *If the student refuses, say:* "Okay. Let's go on."

Skip to D.

4. *If the student is unsure, say:* "Would you say it was *(read alternatives)*?"

(1) under $100
(2) $100 - $300
(3) $300 - $500
(4) $500 - $700
(5) $700 - $900
(6) Above $900 per month

5. *If the student can pick a salary category, say:* "Can you estimate more closely?"

6. *If the student cannot, write the <u>number</u> of the salary category.*

Skip to D.

B. *If the student was a "STUDENT," say:* "Was that on a part- or on a full-time basis?"

Skip to D.

C. *If the student was "OTHER," say:* "Will you give me a short description of what was happening during that month, (name month)?"

1. *If the student cannot volunteer anything, say:* "For example, some people who are not employed or going to school might describe their activities as 'living at home' or 'looking for work.'"

2. *If the student still does not respond, say:* "Okay. Let's go on."

Continue with D.

D. The next month, (read month), did your status change or remain the same?"

1. *If "CHANGE," say:* "Were you employed, a student, or other than employed or a student?"

Skip to A, B, or C and continue.

2. *If "REMAIN THE SAME," check the box in the upper, right-hand corner and continue with E.*

E. And in the following month, (read month), did your status change or remain the same?

1. *If "CHANGE," say:* "Were you employed, a student, or other than employed or a student?"

2. *If "SAME," continue with F.*

F. And the following month, (read month)?

1. *If "CHANGE," say:* "Were you employed, a student, or other than employed or a student?"

Skip to A, B, or C and continue.

2. *If "SAME," say:* "How long did that continue?"

3. *If the student is unsure, say:* "Okay. Let's just take it a month at a time and maybe you'll remember."

Skip to D.

4. *If the student cannot decide between two months, say:* "Was it (name month) or was it (name other month)?"

5. *When the student gives an exact month and year, say:* "In (name month and year student indicated), were you employed, a student, or other than employed or a student?"

Skip to A, B, or C.

G. *Continue through all 22 months.*

CONCLUSION: Thank you, (name of student), for taking the time and effort to help us. We really appreciate it. Thanks again. Goodbye.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981-82

FORMER STUDENT INTERVIEW - RESPONSE SHEET

Call Record:

Student Number: _____ Student Name: _____
Last First MI

	Date of Call	Time Called	Phone # Called	Disposition (Circle one)	Interviewer's Initials
1st Callback:	/ /82	__:__ a.m./p.m.	( )_____	NA AI NR A T C	
2nd Callback:	/ /82	__:__ a.m./p.m.	( )_____	NA AI NR A T C	
3rd Callback:	/ /82	__:__ a.m./p.m.	( )_____	NA AI NR A T C	

Comments:

Responses to Items 1-5:

1.	Always	Often	Sometimes	Rarely	Never
2.	Always	Often	Sometimes	Rarely	Never
3.	Strongly Agree	Agree	Partly Agree, Partly Disagree	Disagree	Strongly Disagree
4.	Strongly Agree	Agree	Partly Agree, Partly Disagree	Disagree	Strongly Disagree
5.	Strongly Agree	Agree	Partly Agree, Partly Disagree	Disagree	Strongly Disagree

TURN THIS SHEET OVER

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
1981-82

FORMER STUDENT INTERVIEW- MONTHLY STATUS RECORD

DIRECTIONS: FOR EACH OF THE 22 MONTHS SHOWN, CIRCLE THE LETTER OR LETTERS WHICH DESCRIBE THE STUDENT'S LIFE STATUS DURING THAT MONTH.

IF THE STUDENT WAS EMPLOYED ("E"), INCLUDING BEING IN THE MILITARY ("M"), WRITE THE STUDENT'S ESTIMATED MONTHLY GROSS INCOME (BEFORE TAXES AND DEDUCTIONS) IN THE SPACE AFTER THE $.

IF THE STUDENT WAS BOTH EMPLOYED AND A STUDENT, CIRCLE BOTH "E" AND "S" AND CIRCLE "F" OR "P" NEXT TO BOTH.

IF THE STUDENT WAS OTHER THAN EMPLOYED OR A STUDENT ("O"), WRITE THE STUDENT'S SHORT DESCRIPTION OF WHAT WAS HAPPENING DURING THAT MONTH--FOR EXAMPLE, "LIVING AT HOME."

IF NECESSARY, USE THE "COMMENTS" SECTION AT THE BOTTOM TO EXPLAIN THE STUDENT'S ANSWERS MORE FULLY.

CIRCLE:	IF STUDENT WAS:
E	EMPLOYED
M	MILITARY
S	STUDENT
F	FULL-TIME
P	PART-TIME
O	OTHER THAN "E" OR "S"

1 June 1980	2 July 1980	3 August 1980	4 September 1980	5 October 1980	6 November 1980	7 December 1980	8 January 1981
E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____
9 February 1981	10 March 1981	11 April 1981	12 May 1981	13 June 1981	14 July 1981	15 August 1981	16 September 1981
E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____
17 October 1981	18 November 1981	19 December 1981	20 January 1982	21 February 1982	22 March 1982		
E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____	E M F $_____ P S P P O_____		

COMMENTS:

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ATTACHMENT 4

DIRECTIONS FOR USING THE CRT TO ACCESS MINIMUM COMPETENCY FILE

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

HOW TO ACCESS THE MINIMUM COMPETENCY FILE

If the screen on your CRT is not completely blank, press the CLEAR key. Type "COMP" at the top left corner of the screen. ENTER (as used herein, ENTER means press the "ENTER" key).

NOTE: Student numbers and other data on the Minimum Competency File are obtained from the Student Grade Reporting (SGR) file. It is possible that some test records for newer students may be listed under temporary numbers rather than permanent numbers, or vice versa.

"HIGH SCHOOL MINIMUM COMPETENCY DATA COMMUNICATION SYSTEM" and other information will appear, with the cursor located in the "SCHOOL" (code) field.

Two modes for accessing the Minimum Competency File are available to you: "INQUIRY" and "BROWSE." "INQUIRY" is best for you to use, although both are basically the same. If you wish to view the record of a student whose school is unknown, you must use "INQUIRY." A description of how to use each mode follows:

INQUIRY

1. Since you are accessing a record filed under a unique student number, leave the "SCHOOL" as "000" (merely press the "Tab Right" ([→|]) key to go immediately to the "STUDENT NUMBER" field). If you do type in a school code, the computer will search for the student's record at that school only.
2. Type in the student's number.
3. Type "X" in the "INQUIRY" position, then ENTER.

The test record for that student number will appear. (If the message "RECORD NOT FOUND ON FILE" appears at the bottom of the screen, verify that you typed in the correct student number. (Some students may be listed under temporary numbers.) If the student number is correct and you typed in a school code other than "000," type "000" in the "SCHOOL" field, then ENTER.)

BROWSE

1. Type the student's current school code in the "SCHOOL" field. In "BROWSE" you are accessing a record filed under a unique student number within a school. Since school "000" does not exist, you must enter a (valid) school code.
2. Type in the student's number.
3. Type "X" in the "BROWSE" position, then ENTER.

The student's record, or the record for the student having the next highest student number within that school, will appear. (If the desired record did not appear, verify that you used the correct student number. Also, the student might inadvertently be listed in the wrong school. To determine that, search using "INQUIRY.")

Revised NOVEMBER, 1981

When you are finished viewing a record and wish to view an additional record, there are two capabilities available to you.

a. To browse forward, to the record for the student having the next highest student number within the same school, merely press ENTER.
b. To look at the record of a particular student, use the "FWD" function. Notice that "FWD" (forward) appears in the bottom left corner of the screen, with the cursor under the letter "F." Press the "Tab Right" (→) key, then type in the student number of the student whose record you wish to see. If that student is in the same school as the student whose record is currently on the screen, merely press ENTER. If the students are not in the same school, type the school code for the student whose record you wish to see in the field following the student number. (The line should look like this example: FWD 3939219 002. The two blanks shown are imperative.) Press ENTER.

   The record for the desired student or, if the student number is not found at that school, the record for the student having the next highest student number within that school will appear.

TEST RECORD

The test record for a student has two areas. The summary heading provides the student name, school, grade, and competency information. Below this is a listing of test entries for that student, indicating each test taken on which competency could have been achieved and the scores on that test administration.

An example and interpretation of each area is on page 4.

DISCREPANCIES

Report any discrepancies between the Minimum Competency File data and your school's records to ORE by either of the following methods:

a. Mail information describing the discrepancy and what the corrected data should be to Tom Roudebush at ORE, Box 79, Carruth Administration Building. Use the "REPORT A - Discrepancy Form" or write the information on a sheet of paper.
b. Use the "Message (MSG)" function available on the CRT. A description of how to use this function, available in both the "INQUIRY" and "BROWSE" modes, follows:

   1. The "message" function is used to indicate a discrepancy in the test record that is currently on the screen, so call up the test record containing the discrepancy using the procedures described earlier.
   2. Notice that "FWD" appears at the bottom left corner of the screen, with the cursor under the first letter. Replace the letters

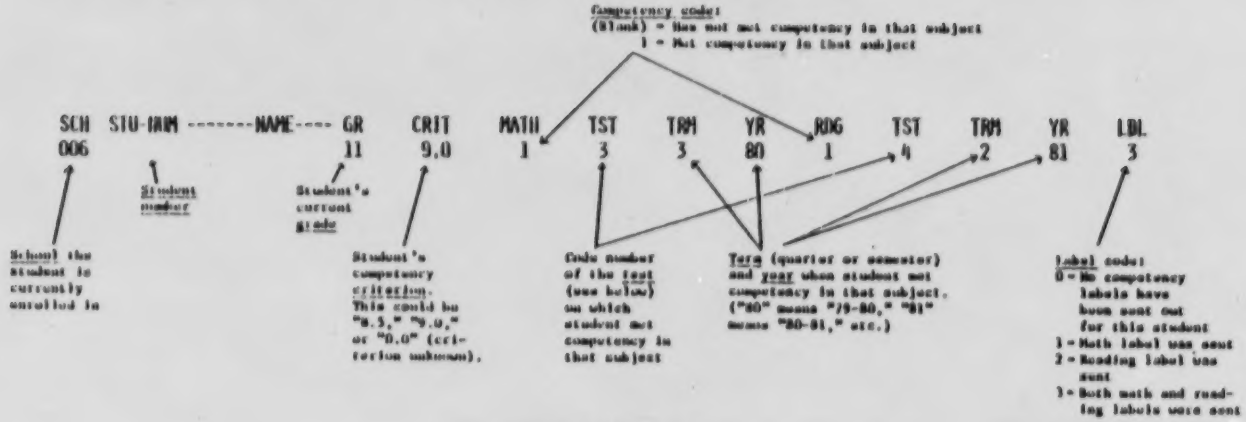
"FWD" with "MSG" ("message"), then press the "Tab Right" key (→) three times.

3. The cursor should now be under the first letter of the phrase "TO CONTINUE BROWSE-PRESS ENTER" (if using "BROWSE") or the phrase "STUDENT FOUND-NOW IN BROWSE MODE" (if using "INQUIRY"). This is the first position of the 50-character "message field." Begin typing your message here, then press ENTER when you have finished the message. The phrase "MESSAGE HAS BEEN SENT" will appear.

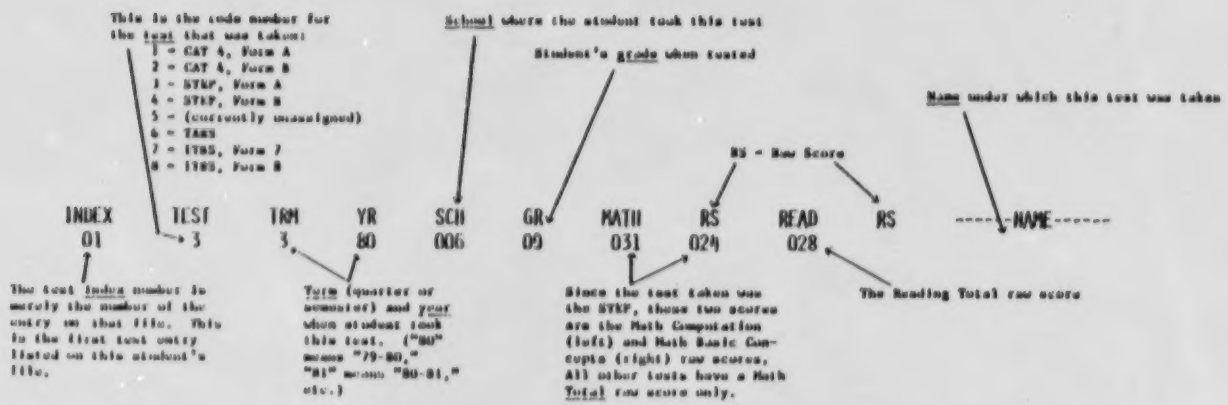
   If the length of your message exceeds 50 characters, type in part of the message, press ENTER, then repeat Steps 2 and 3 above, typing in the remaining portion of the message.

NOTE: ORE will correct Minimum Competency File discrepancies periodically. If a discrepancy you reported has not been corrected within two weeks, please call Nancy Lanier or Rick Battaile at 458-1227 to check on the status of this discrepancy.

AN EXAMPLE OF A SUMMARY HEADING


Competency codes:
(Blank) = Has not met competency in that subject
1 = Met competency in that subject
SCH 006
STU-IANM
NAME
GR 11
CRIT 9.0
MATH 1
TST 3
TRM 3
YR 80
RDG 1
TST 4
TRM 2
YR 81
LBL 3
School the student is currently enrolled in
Student number
Student's current grade
Student's competency criterion. This could be "8.5," "9.0," or "0.0" (criterion unknown).
Code number of the test (see below) on which student met competency in that subject
Term (quarter or semester) and year when student met competency in that subject. ("80" means "79-80," "81" means "80-81," etc.)
Label code:
0 = No competency labels have been sent out for this student
1 = Math label was sent
2 = Reading label was sent
3 = Both math and reading labels were sent

AN EXAMPLE OF A TEST ENTRY


This is the code number for the test that was taken:
1 = CAT 4, Form A
2 = CAT 4, Form B
3 = STEP, Form A
4 = STEP, Form B
5 = (currently unassigned)
6 = TABS
7 = ITBS, Form 7
8 = ITBS, Form 8
School where the student took this test
Student's grade when tested
Name under which this test was taken
RS = Raw Score
INDEX 01
TEST 3
TRM 3
YR 80
SCH 006
GR 09
MATH
RS 024
READ
RS 028
NAME
The test index number is merely the number of the entry in that file. This is the first test entry listed on this student's file.
Term (quarter or semester) and year when student took this test. ("80" means "79-80," "81" means "80-81," etc.)
Since the test taken was the STEP, these two scores are the Math Computation (left) and Math Basic Concepts (right) raw scores. All other tests have a Math Total raw score only.
The Reading Total raw score

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ATTACHMENT 5

INFORMATION SENT TO SCHOOLS ABOUT EXEMPTING LEP STUDENTS
FROM TAKING A TUTORIAL COURSE

81.76

ATTACHMENT 5
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 4, 1982

TO: Persons Addressed

FROM: Glynn Ligon

SUBJECT: Policy and Procedures Manual—Minimum Competencies for High School Graduation, Revision Regarding LEP Students and Tutorials

Please replace pages 3, 5, and 16 in your manual with these revised pages. At the direction of Lawrence Buford, a procedure for freeing certain LEP students from taking tutorial courses upon recommendation of their LPAC's has been established (pages 3 and 16). In addition, the criteria for the 9.0 competency level on the ITBS has been added (page 5).

GL:if
cc: Lawrence Buford
Maud Sims
Jerry Richard

Approved: Freda M Holles
Director of Research and Evaluation

Approved: E. D. Arnold Hill
Acting Assistant Superintendent for Secondary

Revised March, 1981
Revised December, 1981

Letter of Notification

If a student does not demonstrate competency after participating in a Special Session, the school may notify the student's parent or guardian that the student has not yet met competency and should be placed in a tutorial course. (English and Spanish copies of the approved letter of notification format are included in Appendix A.)

Letter of Waiver

A student who is unable to meet competency after completing one or more Reading Tutorials (RT) or Fundamentals of Math Tutorials (FOMT) may place on file a letter signed by the student's parent or guardian acknowledging that the student proposes to graduate without achieving competence in that subject. (Appendix B contains copies of the approved letter of waiver format in English and Spanish.)

The Language Proficiency Assessment Committee (LPAC) may determine that a limited English proficient (LEP) student should not take a tutorial course if that student's English language proficiency is below the level required to benefit from the tutorial. A LEP student may submit a letter of waiver without having taken a tutorial if the LPAC recommends courses other than a tutorial.

For students under the age of 18, the letter of waiver must be signed by their parent or guardian. Students who are 18 or older may sign their own letter of waiver. (If a student decides to do this, schools are to notify the student's parent or guardian that this is occurring.)

8.5 and 9.0 Criterion Levels

The Board policy that the 9.0 grade level competence criterion become effective with the graduating class of 1983 was operationally defined* through administrative decisions to be reflected in the following statements:

1) The 8.5 level applies to any student who had 10 or more units of credit as of August 27, 1980, regardless of that student's date of graduation; and
2) Any student with fewer than 10 units of credit as of August 27, 1980, must meet the 9.0 level, regardless of that student's date of graduation.

*This operational definition is based on the practical fact that 21 units of credit are required for graduation from an AISD high school and that normally a student with 10 or more units of credit at the beginning of the 1980-81 school year can be expected to be graduated before the end of the spring semester of the 1982-83 school year; whereas, those having fewer than 10 units of credit at the beginning of the 1980-81 school year can normally be expected to be graduated at the end of the spring semester of the 1982-83 school year or thereafter.

Revised December, 1981

TUTORIAL TESTING

Students Required to Take a Tutorial Course

The tutorial course is required for students entering grade 11 who have completed four semesters of reading/language arts or earned (passed) two units of credit (four semesters) in math but have not met competency in the subject.

Students who transfer into AISD with four semesters of reading/language arts completed or with two units of credit (four semesters) earned (passed) in math are allowed one semester in which to demonstrate competency before they are required to take the tutorial course in the subject.

The Language Proficiency Assessment Committee (LPAC) may determine that a limited English proficient (LEP) student should not take a tutorial course if that student's English language proficiency is below the level required to benefit from the tutorial. A LEP student may submit a letter of waiver without having taken a tutorial if the LPAC recommends courses other than a tutorial.

Final Exam

At the end of the semester, a representative from ORE will administer a competency test to each math and reading tutorial class at the time of the final exam. The ORE representative will give the test coordinator the results the same day.

If a student does not demonstrate competency at this time, the student should be encouraged to repeat the tutorial course. The course may be repeated as long as progress is shown or until competency is met.

If the student does not meet competency after at least one tutorial course in a subject, a letter of waiver may be signed.

School Preparations

The test coordinator should contact ORE at least a week before final exams with the following information:

- The number of tutorial classes to be tested
- The name of the tutorial teachers
- The number of students in each class
- The testing date and time for each class
- The test location (room number) of each class

The test coordinator should give each tutorial teacher the preslugged answer sheets for the teacher's students. If a preslugged answer sheet is not available, the teacher should prepare one for the student. The student name, student number, grade, school code, and criterion level (8.5 or 9.0) should be filled in before the testing day.

A registration form must be prepared for each student being tested (See Figure 4).

ATTACHMENT 6

INFORMATION SENT TO SCHOOLS FOR USE OF TABS SCORES FROM OTHER DISTRICTS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 11, 1981

TO: Persons Addressed

FROM: Glynn Ligon and Kevin Matter

SUBJECT: Use of TABS Scores from Other Districts for AISD Competency Requirements

In response to inquiries from a high school, we have drafted the following addition to our competency testing program.

> A TABS score from another school district may be used to meet AISD's graduation competency requirements. The transfer student's official record must contain the total raw score to be valid.

The administrative considerations related to this change are:

1. The TABS is given in the same manner, at the same time, and scored by the same service regardless of district.
2. If a student is not credited with meeting competency, that student must be tested in a special session.
3. All districts will not send AISD the individual TABS report with raw scores; thus, all students will not be able to verify their scores.
4. We have never accepted scores made in another district before because of our lack of knowledge about their testing and scoring procedures. For the TABS, these are more standardized.

If you approve this change, please indicate below. We will notify the schools immediately if this change is approved.

GL:KM:jc

approved: _____
Director of Research and Evaluation

approved: _____
Director, Secondary School Curriculum

approved: _____
Acting Assistant Superintendent for Secondary

approved: _____
Associate Superintendent for Instruction

approved: _____
Superintendent of Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 16, 1981

TO: High School Principals, Counselors, Registrars

FROM: Glynn Ligon

SUBJECT: Use of TABS Scores from Other Districts for AISD Competency Requirements

A TABS score from another district may be used to meet AISD's graduation competency requirements. The transfer student's official record must contain the total raw score to be valid.

To have a transfer student's TABS score credited toward the competency requirements, send me a memo containing the following information.

- Student Name
- Student Number
- Current Grade Level
- Reading Total Raw Score
- Math Total Raw Score
- Grade When the TABS Was Taken

If you have any questions, call us at 458-1227.

GL:ml

Approved: Freda M Holden
Director of Research and Evaluation

Approved: [signature]
Acting Assistant Superintendent for Secondary

cc: Maud Sims
Jerry Richard
Lawrence Buford

ATTACHMENT 7

COMMUNICATIONS RELATING TO MINIMUM COMPETENCY ACTIVITIES

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 10, 1981

TO: Lawrence Buford
David Hill
Maud Sims
Jerry Richard
Elgin Schilhab
Bertha Means

FROM: Glynn Ligon

SUBJECT: Competency Testing--Fall Special Sessions

Scheduling of this fall's special competency testing sessions is beginning. For everyone's benefit, we need to be clear about which students should be tested. In the past, schools have wanted to test as many students as possible to give them as many chances as possible to meet competency requirements. The result has been some very large testing sessions where up to 91% of the students fail.

Page 12 of the Policy and Procedures Manual, Minimum Competencies for High School Graduation, states our carefully thought out guidelines for this testing.

Who May Attend

Students may attend a Special Session if:

1) they have not met the competency requirement in the subject area;
2) they are not currently enrolled in a tutorial course in the subject area; and
3) when the Special Session is for...

Math Competency	Reading Competency
they have earned (passed) or are in the semester during which they will finish earning two units of credit (four semesters) in math.	they have completed or are in the semester during which they will complete four semesters of reading/language arts.

NOTE: Notice that there is a distinction between earning (passing) units of credit in math and completing semesters of reading/language arts. The reason for this distinction is that the Fundamentals of Math (FOM) courses teach the same skills as the Fundamentals of Math Tutorial (FOMT) courses; whereas, reading/language arts courses do not necessarily teach the same skills as the Reading Tutorial (RT) courses.

Students qualifying for a special education exemption may attend upon the recommendation of the ARD.

If these guidelines are still appropriate, I would like to send a note with the following points to each high school's competency testing coordinator.

1. The guidelines as on page 12 should be followed.
2. A major purpose of these guidelines is to ensure that students have maximum time and instruction prior to each competency test to increase their probability of meeting competency. This reduces the number of students who fail to meet competency in these special sessions. Testing students as often as possible just to increase their chances of passing is a disservice to them when sufficient time and instruction have not occurred since their last testing.
3. Tenth graders should not be tested this semester unless they are eligible for a tutorial course in the spring.
4. Students enrolled in tutorial courses should not be tested in a special session.
5. Exceptions do exist, and each school must make the final decision about whom to test.

GL:jc

Approved: Freda Holley
Director of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 18, 1981

TO: David Hill

FROM: Glynn Ligon

SUBJECT: Results of This Fall's Senior Transfer Testing

We tested a total of 150 senior transfer students this fall. The table below summarizes the results.

School	Math				Reading			
	Met	Not Met	Total	% Met	Met	Not Met	Total	% Met
Anderson	14	5	19	73.7	15	4	19	78.9
Austin	10	1	11	90.9	9	1	10	90.0
Crockett	29	7	36	80.6	29	7	36	86.6
LBJ	4	7	11	36.4	6	5	11	54.5
Johnston	5	3	8	62.5	4	4	8	50.0
Lanier	14	3	17	82.4	13	4	17	76.5
McCallum	15	3	18	83.3	10	6	16	62.5
Reagan	10	2	12	83.3	10	2	12	83.3
Travis	16	1	17	94.1	17	1	18	94.4
Robbins	-	-	0	-	-	-	0	-
Reading	-	-	0	-	-	-	0	-
Total	117	32	149	78.5	113	34	147	76.9

Notes: 150 students were tested;
3 took math only; 1 took reading only.

The newest and most frequent question this fall has been about senior transfers who are LEP. The schools question placing a non-English speaker in a reading tutorial. Some official response to this issue would be appreciated by the schools.

GL:ml

Approved: _____
Director of Research and Evaluation

cc: Lawrence Buford
Maud Sims
J. M. Richard
Bertha Means
Elgin Schilhab

73

TO: Reading and Math Tutorial Teachers

FROM: Kevin Matter KM

SUBJECT: Guidelines for Tutorial Teachers

At the request of several tutorial teachers, we have developed these guidelines to help you prepare your students for the tutorial testing.

Please call me at 458-1227 if you have any questions about any of these guidelines.

KM:al
Attachment

Approved: Director of Research and Evaluation

Approved: Acting Assistant Superintendent for Secondary

cc: High School Counselors
High School Principal/Assistant Principals/Deans
Secondary Instructional Coordinators
Maud Sims
J. M. Richard

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

GUIDELINES FOR TUTORIAL TEACHERS

BEFORE THE TEST

These guidelines are designed to clarify procedures and ensure consistency of preparation throughout the District.

DO	OPTIONAL	DO NOT
• Study this chart. • Reassure students and communicate a positive attitude toward the test. • Remind students that no one is expected to answer all the items correctly. • Research has shown that testwiseness (a student's ability to use the characteristics and formats of the test to achieve a higher score), or the lack of it, does affect standardized test scores. Help prepare your students for the final exam by encouraging them to: 1. Do their best. 2. Pay close attention to the directions and follow them. 3. Ask questions about directions they do not understand. 4. Mark answers properly, to keep their place on the answer sheet, and to mark only one answer to an exercise. 5. Erase their first answer completely if they change their answer to an exercise. 6. Use the test time wisely: .Work as quickly and carefully as possible. .If they do not know the answer to an exercise, skip it and go on to the next one. .If they finish before time is up: .Go back and try to answer the exercises skipped. .Check over their work (in that test section only.) 7. Choose their answer carefully: .Learn to spot wrong choices and then choose from the other choices. .Avoid guessing unless they can spot at least one wrong choice to the exercise. • Remind students not to make any marks in the test booklets. • Remove or cover up any bulletin boards or other displays of information that might aid students in responding to test items. • Seek the advice of the TBE tester if questions arise.	• Discuss with students positive aspects of test-taking. • Get students accustomed to working under time constraints by timing regular teacher-made tests or homework. • Make regular teacher-made tests in a multiple-choice format. • Use a separate answer sheet with regular teacher-made tests. • Work with students on helping them spot poor choices on regular teacher-made tests.	• Do not spend excessive class time on testwiseness information or teach students complex test-taking strategies. • Do not secure ITBS or any other standardized test content or items in order to develop regular teacher-made tests or exercises. • Do not teach students answers to actual test items. • Do not encourage students to guess at random in order to improve their scores. • Do not administer another standardized test as practice.

Publication Number 81.12

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DURING THE TEST

DO	OPTIONAL	DO NOT
• Communicate to the students a positive attitude toward the test. • Be present on the testing day unless absence is unavoidable. • Remind students not to make any marks in the test booklets.		• Do not read corrections or pronounce words for students. • Do not provide or allow any hints to correct answers to test questions. • Do not allow the occurrence of any activity that disrupts students while testing is in progress. • Do not allow students to work on test sections previously taken or to be taken later. • Do not announce the amount of time remaining for a test. • Do not allow students to eat or drink anything at their desks.

AFTER THE TEST

DO	OPTIONAL	DO NOT
		• Do not discuss specific test items. (If a student asks about something on the test, answer in a general, nonspecific manner.)

BEST COPY AVAILABLE

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 13, 1981

TO: Lawrence Buford
David Hill

FROM: Glynn Ligon

SUBJECT: Competency Test Scheduling Issues

We need to resolve some current issues regarding the scheduling of competency testing. These issues are mainly instructional and have no direct bearing on the validity of the test results. Therefore, you are being asked to provide a decision on which the high schools and ORE can base future scheduling of competency testing.

1. Is fall senior transfer testing necessary? Can it be conducted at the option of the school?

   a. Senior transfers who will graduate in the spring could be tested in the fall special sessions and take a tutorial course in the spring. Depending upon how many required courses these seniors must take in the spring, scheduling in a tutorial could be difficult.
   b. Senior transfers who will graduate in the fall must be tested in September or else a tutorial course would not be scheduled, and their only option would be a letter if they did not meet competency in the fall special session.

2. When should the fall special sessions be scheduled? Early enough for spring scheduling deadlines? As late as possible to give the students as much opportunity to learn the skills required and to avoid taking a tutorial? Anytime at the option of the schools?

   a. For spring semester scheduling, some high schools want competency testing results as early as October. Results provided later necessitate scheduling changes.
   b. Students who are tested early in the fall and do not meet competency levels may have improved their scores just enough by the end of the semester to avoid a tutorial. With early testing, more students will be taking tutorials.

3. The same issue as number 2 exists for spring special sessions.

Logistically, our staff can handle just about any scheduling decision. In fact, testing all schools at the end of each semester as we do now is the most difficult for us.

I am available to discuss these issues at your convenience. Some decision by January will allow us to make any revisions to our testing schedules for this spring.

GL:if
cc: Maud Sims
J. M. Richard

Approved: Director of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 5, 1982

TO: Lawrence Buford
David Hill
J. M. Richard
Maud Sims

FROM: Glynn Ligon

SUBJECT: Results of Spring Senior Transfer Competency Testing

The table below shows that this spring's senior transfers did well on the competency test.

Senior Transfer
Spring 1982

School	Math				Reading			
	Met	Not Met	Total	% Met	Met	Not Met	Total	% Met
Anderson	2	1	3	67	2	1	3	67
Austin	-	-	-	-	-	-	-	-
Crockett	6	3	9	67	7	4	11	64
LBJ	2	1	3	67	1	1	2	50
Johnston	1	0	1	100	1	0	1	100
Lanier	2	1	3	67	1	5	6	17
McCallum	4	2	6	67	6	1	7	86
Reagan	1	0	1	100	0	1	1	0
Travis	3	1	4	75	3	1	4	75
Robbins								
Kealing								
Total	21	9	30	70	21	14	35	60

GL:lf

Approved: Director of Research and Evaluation

81

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Secondary Education
March 5, 1982

MEMORANDUM

TO: Ms. Sims

FROM: Elgin Schlnab

SUBJECT: High School Completion Mathematics Competencies

A comparison of the identifiable objectives of various standardized mathematics test, the NCTM basic skills list, and the list of TABS High School objectives reveals many similarities. The TABS and NCTM objectives are the same while the ITBS objectives include all TABS objectives plus some others. Since similarities exist between the TABS, NCTM, STEP, and ITBS objectives and since a list of minimum graduation competencies in mathematics is needed, it appears reasonable that the Division of Secondary Education should request the Office of Research and Evaluation to develop an item bank to measure minimum mathematics competencies for graduation based upon objectives identical to the TABS objectives.

Since a new curriculum guide will be developed this summer, a reaction to this proposal is desired to avoid the development of guides and a testing program that is inconsistent with the curriculum.

jw

RECEIVED
MAR 9 1982
RESEARCH & EVALUATION
SYSTEMWIDE TESTING

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Secondary Education
March 10, 1982

RECEIVED
MAR 11 1982
RESEARCH & EVALUATION
SYSTEMWIDE TESTING

MEMORANDUM

TO: Maud Sims

FROM: Bertha Means

SUBJECT: Competency Testing in Reading

To facilitate our plans to commence the design of the District's minimum competency tests in secondary reading, which will measure "what we have taught," I am presenting a comparison of Skills Objectives in Reading on the Iowa Tests of Basic Skills with the skills objectives listed on the Texas Assessment of Basic Skills tests. The exit-level reading objectives in the Texas Assessment of Basic Skills Activities Books, published in 1980 and 1981, are identical to the objectives listed in the Reading Tutorial Guide developed in 1978 by the Division of Instruction, Austin ISD.

See attachment.

According to this comparison, teachers have taught reading skills that are not included on the ITBS, which were recently used to assess minimum competency.

Since teachers and some administrators are concerned that we design tests that reflect what has been taught, I am suggesting that the minimum competency tests in secondary reading focus on TABS Exit-level objectives one through seven. These objective are:

1. Identify the main idea
2. Arrange a list of events in sequence
3. Perceive cause/effect relationships
4. Evaluate and make judgments on the basis of information given
5. Distinguish between fact and non-fact
6. Make inferences and draw logical conclusions
7. Arrive at a generalization from a given series of details and/or assumptions.

Since we plan to revise our Reading Tutorial Guide during June, 1982, I would be interested in meeting with you and Dr. Holley's staff to discuss these objectives and plans for developing the Austin Independent School District's Minimum Competency Tests in Reading.

Please let me hear from you as soon as possible.

A Comparison of Skills Objectives listed on ITBS with Skills Objectives listed on TABS

ITBS	No. Skills	TABS	No. Skills
F Facts: To Recognize and Understand Stated Factual Details and Relationships (Literal Meaning)	19	F Facts: To Recognize and Understand Stated Factual Details and Relationships (Literal Meaning)	
F1 Description: To understand factual details relating to description of people, places, objects, and events	6	Arrange a list of events in sequence	4
F2 Categorization: To understand factual details relating to classification	5	To distinguish between fact and non-fact	4
F3 Relationships: To understand functional relationships, time, and sequence	4		
F4 Contestual Meaning: To deduce the meanings of words or phrases from contest	4		
I Inferences: To infer Underlying Relationships (Interpretative Meaning)	11	I Inferences: To infer Underlying Relationships (Interpretative Meaning)	
I1 Cause and Effect: To understand cause, effect, concomitance, and interaction	5	Make inferences and draw conclusions	4
I2 Draw Conclusions: To draw conclusions from information and relationships	4	Perceive cause - and - effect relationships	4
I3 Traits and Feelings: To infer traits, feelings, and emotions of characters	1		
I4 Motives: To infer the motives and reasons for actions of characters	1		
G Generalizations: To Develop Generalizations from a Selection (Evaluative Meaning)	28	G Generalizations: To Develop Genralizations from a Selection (Evaluative Meaning)	
G1 Main Idea: To recognize the main idea or topic of a paragraph or selection	8	Identify the main Idea	4

ITBS (con't)		No. Skills
G2	Organization: To understand the organization of a paragraph or selection	1
G3	Application: To apply information through generalization or prediction	5
G4	Purpose: To recognize the author's purpose, motive, or intention	2
G5	Viewpoint: To recognize the author's viewpoint, attitude, or bias	4
G6	Figurative Language: To interpret figurative language	5
G7	Mood: To recognize the mood or tone of a selection	2
G8	Style: To recognize qualities of style or structure	1
	TOTALS	58

TABS (con't)	No. Skills
Arrive at a generalization from a given series of details and/or assumptions	4
Evaluate and make judgments on the basis of information given	4
TOTALS	28

Test W - Work-Study Skills

8.	Follow written directions involving subordinate steps	4
9.	Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, index)	4
10.	Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper)	4
11.	Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules)	4

Items 8-11 on TABS tests are covered adequately on Test W, Work-Study Skills on the Iowa Tests of Basic Skills. Although item 8, following written directions involving subordinate steps, is not listed among skills on the ITBS, it is inferred throughout the test and especially in the Work Study Section. TABS, however, delineates this objective with sufficient activites and materials for teaching it.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Secondary Education
April 15, 1982

RECEIVED
APR 16 1982
RESEARCH & EVALUATION

MEMORANDUM

TO: Ms. Sims/Dr. Holley

FROM: Elgin Schilhab

SUBJECT: FOM Tutorial Testing

It is the opinions of some FOM Tutorial teachers that ORE should do three things to improve the testing atmosphere in the FOM Tutorial classes.

1. The order of the tests should be
   a. computation
   b. concepts
   c. problem solving

The characteristics of the FOM Tutorial students are that the students are slow readers, they don't like surprises or unfamiliar material, and they quit or "give-up" easily.

To combat these characteristics, mathematics teachers believe that the ITBS results will improve if the testing session starts with familiar material.

2. "The test administrator needs to exhibit a cheerful, smiling, and positive disposition that makes the students believe that they can do "well" on the test. FOM Tutorial students need confidence. They need to be told that they can "do it."

It was reported that a test administrator displayed a lack of concern for the students. It appeared that the prevalent attitude was one of "let's get it over; I have important things to do." "

3. "Each test administrator should be familiar with the test. It was reported that one test administrator started a tutorial class on the wrong test. When the error was discovered, the testing session was started over. These students were late to their next class. While the tutorial students were completing the test, other students were entering the room. FOM Tutorial students need understanding and confidence, not confusion. "

If you wish to further discuss any of the points, please let me know.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 20, 1982

TO: Elgin Schilhab

FROM: Glynn Ligon

SUBJECT: Your April 15 Memo on FCM Tutorial Testing

Here are responses to the three concerns stated in your memo.

1. *The math tests should be ordered: computation, concepts, problem solving.*

   We do not know of any evidence that students would score higher if the order were to be changed. The order in which the ITBS tests are administered matches the order followed in the standardization and norming; thus, if we maintain that order, we maximize the appropriateness of the norms.

2. *Test administrators need to exhibit a cheerful, smiling, and positive disposition that makes the students believe that they can do "well" on the test. FCM Tutorial students need confidence. They need to be told that they can "do it."*

   We are working with our testers to ensure that they are supportive and friendly, but business like. In no instance should they imply that anything is more important than the on-going testing. However, it is not the role of the tester to tell the students that they can do well on the test.

3. *Each test administrator should be familiar with the test. It was reported that one test administrator started a tutorial class on the wrong test. When the error was discovered, the testing session was started over. These students were late to their next class. While the tutorial students were completing the test, other students were entering the room. FCM Tutorial students need understanding and confidence, not confusion.*

   We followed up on this when it was first reported, the tester was conferred with, and we have since been even more careful about the preparation of testers. Our testers are trained and required to observe testing sessions before they are given the responsibility of testing on their own. Fortunately, this was an isolated instance.

GL:if
cc: Maud Sims

Approved: _____
Director of Research and Evaluation

83

ATTACHMENT 7
(Continued, page 16 of 16)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 23, 1982

TO: Maud Sims

FROM: Glynn Ligon

SUBJECT: Timeline for Development of an Item Bank and Multiple Forms of a Locally Developed Test for Minimum Competency

The following timeline is tight and assumes that we can use available balances in this year's budget to contract for item review and some item writing. Under that condition and barring any unforeseen problems, we can have a TABS-objective-based competency test ready to administer in the fall, 1982 special sessions.

Now - August, 1982	Purchase item banks
July - August, 1982	Review items, write items where needed
July - August, 1982	Rasch calibrate items on ITBS Level 14
September, 1982	Use ITBS for senior transfer competency testing
September - October, 1982	Compile and print alternate forms of locally developed competency tests
November - December, 1982	Administer locally developed competency tests in special sessions

GL:lf

Approved: Director of Research and Evaluation

ATTACHMENT 8

CUMULATIVE FREQUENCY AND PERCENTAGE DISTRIBUTIONS FOR STEP AND TABS
RAW SCORES--SPRING 1982

(FORM A)1982 TABS READING RAW SCORES
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

	RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
	4	1	.1%
	8	5	.3%
	9	11	.6%
	10	19	1.1%
	11	27	1.5%
	12	33	1.9%
	13	45	2.6%
	14	52	3.0%
	15	63	3.6%
	16	78	4.4%
	17	97	5.5%
	18	112	6.4%
	19	132	7.5%
	20	154	8.7%
	21	180	10.2%
	22	208	11.8%
	23	233	13.2%
	24	269	15.3%
	25	309	17.5%
	26	342	19.4%
	27	380	21.6%
	28	416	23.6%
	29	464	26.3%
	30	516	29.3%
	31	569	32.3%
	32	618	35.1%
	33	684	38.8%
	34	760	43.1%
	35	838	47.6%
	36	914	51.9%
9.0 →	37	1004	57.0%
	38	1115	63.3%
	39	1249	70.9%
	40	1369	77.7%
	41	1488	84.4%
	42	1615	91.7%
	43	1718	97.5%
	44	1762	100.0%

(FORM B)1982 TABS READING RAW SCORES
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

	RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
	4	1	.0%
	5	2	.1%
	9	3	.1%
	10	11	.5%
	11	17	.8%
	12	26	1.3%
	13	42	2.1%
	14	57	2.8%
	15	71	3.5%
	16	87	4.3%
	17	105	5.1%
	18	122	6.0%
	19	150	7.3%
	20	180	8.8%
	21	208	10.2%
	22	238	11.7%
	23	273	13.4%
	24	314	15.4%
	25	353	17.3%
	26	387	19.0%
	27	425	20.8%
	28	454	22.2%
	29	498	24.4%
	30	535	26.2%
	31	606	29.7%
	32	664	32.5%
	33	733	35.9%
	34	807	39.5%
	35	886	43.4%
	36	967	47.4%
9.0 →	37	1072	52.5%
	38	1187	58.1%
	39	1337	65.5%
	40	1476	72.3%
	41	1644	80.5%
	42	1830	89.6%
	43	1976	96.8%
	44	2042	100.0%

(FORM A11982 STEP READING RAW SCORES
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
9	1	.1%
7	2	.1%
8	5	.3%
9	12	.7%
10	22	1.2%
11	38	2.2%
12	57	3.2%
13	79	4.5%
14	104	5.9%
15	139	7.9%
16	172	9.8%
17	219	12.4%
18	261	14.8%
19	305	17.3%
20	359	20.4%
21	413	23.4%
22	472	26.8%
23	542	30.8%
24	613	34.8%
25	665	37.7%
26	724	41.1%
27	785	44.6%
28	875	49.7%
29	939	53.3%
9.0 → 30	1005	57.0%
31	1069	60.7%
32	1135	64.4%
33	1196	67.9%
34	1247	70.8%
35	1299	73.7%
36	1354	76.8%
37	1388	78.6%
38	1432	81.3%
39	1480	84.0%
40	1518	86.2%
41	1554	88.2%
42	1578	89.6%
43	1604	91.0%
44	1626	92.3%
45	1646	93.4%
46	1670	94.8%
47	1693	96.1%
48	1709	97.0%
49	1720	97.6%
50	1731	98.2%
51	1739	98.7%
52	1744	99.0%
53	1749	99.3%
54	1751	99.4%
55	1757	99.7%
56	1761	99.9%
57	1762	100.0%

(FORM B11982 STEP READING RAW SCORES
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	.0%
2	2	.1%
3	4	.2%
4	7	.3%
8	10	.5%
9	12	.6%
10	18	.9%
11	26	1.3%
12	40	2.0%
13	62	3.0%
14	88	4.3%
15	125	6.1%
16	170	8.3%
17	227	11.1%
18	282	13.8%
19	333	16.3%
20	397	19.4%
21	464	22.7%
22	537	26.3%
23	591	28.9%
24	663	32.5%
25	728	35.7%
26	805	39.4%
27	883	43.2%
28	946	46.3%
29	1009	49.4%
9.0 → 30	1074	52.6%
31	1131	55.4%
32	1189	58.2%
33	1246	61.0%
34	1313	64.3%
35	1376	67.4%
36	1437	70.4%
37	1479	72.4%
38	1538	75.3%
39	1591	77.9%
40	1640	80.3%
41	1675	82.0%
42	1716	84.0%
43	1747	85.6%
44	1789	87.6%
45	1821	89.2%
46	1844	90.3%
47	1874	91.8%
48	1898	92.9%
49	1920	94.0%
50	1945	95.2%
51	1965	96.2%
52	1980	97.0%
53	1992	97.6%
54	2009	98.2%
55	2015	98.7%
56	2027	99.3%
57	2035	99.7%
58	2039	99.9%
59	2042	100.0%

(FORM A)1982 TABS MATH RAW SCORES:
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
8	1	.1%
9	2	.1%
11	4	.2%
12	10	.6%
13	12	.7%
14	14	.8%
15	15	.9%
16	23	1.4%
17	31	1.8%
18	43	2.5%
19	54	3.2%
20	75	4.4%
21	87	5.1%
22	109	6.4%
23	131	7.7%
24	154	9.0%
25	175	10.3%
26	208	12.2%
27	255	15.0%
28	298	17.5%
29	346	20.3%
30	402	23.6%
31	465	27.3%
32	532	31.3%
33	608	35.7%
34	683	40.1%
35	764	44.9%
36	866	50.9%
9.0 → 37	956	56.2%
38	1051	61.8%
39	1162	68.3%
40	1270	74.6%
41	1389	81.6%
42	1502	88.2%
43	1624	95.4%
44	1702	100.0%

(FORM B)1982 TABS MATH RAW SCORES:
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
3	1	.1%
7	2	.1%
8	3	.2%
9	5	.3%
10	6	.3%
11	10	.5%
12	14	.7%
13	22	1.1%
14	24	1.2%
15	32	1.6%
16	40	2.0%
17	50	2.5%
18	64	3.2%
19	82	4.2%
20	103	5.2%
21	126	6.4%
22	146	7.4%
23	170	8.6%
24	191	9.7%
25	225	11.4%
26	256	13.0%
27	301	15.3%
28	348	17.6%
29	406	20.6%
30	449	22.8%
31	526	26.7%
32	595	30.2%
33	671	34.0%
34	748	37.9%
35	828	42.0%
36	927	47.0%
9.0 → 37	1052	53.3%
38	1171	59.4%
39	1292	65.5%
40	1425	72.3%
41	1550	78.6%
42	1696	86.0%
43	1857	94.2%
44	1972	100.0%

(FORM A)1982 STEP MATH RAW SCORES:
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
4	1	.1%
13	2	.1%
17	3	.2%
18	5	.3%
19	7	.4%
20	10	.6%
21	14	.8%
22	19	1.1%
23	25	1.5%
24	33	1.9%
25	51	3.0%
26	67	3.9%
27	88	5.2%
28	115	6.8%
29	149	8.8%
30	188	11.0%
31	230	13.5%
32	273	16.0%
33	325	19.1%
34	359	21.1%
35	405	23.8%
36	448	26.3%
37	497	29.2%
38	531	31.2%
39	575	33.8%
40	621	36.5%
41	669	39.3%
42	711	41.8%
43	746	43.8%
44	776	45.6%
45	807	47.4%
46	833	48.9%
47	863	50.7%
48	898	52.8%
9.0→ 49	936	55.0%
50	964	56.6%
51	996	58.5%
52	1035	60.8%
53	1066	62.6%
54	1101	64.7%
55	1124	66.0%
56	1154	67.8%
57	1178	69.2%
58	1211	71.2%
59	1242	73.0%
60	1267	74.4%
61	1288	75.7%
62	1316	77.3%
63	1339	78.7%
64	1358	79.8%
65	1376	80.8%
66	1392	81.8%
69	1448	85.1%
70	1472	86.5%
71	1486	87.3%
72	1506	88.5%
73	1520	89.3%
74	1532	90.0%
75	1544	90.7%
76	1559	91.6%
77	1573	92.4%
78	1586	93.2%
79	1601	94.1%
80	1613	94.8%
81	1621	95.2%
82	1633	95.9%
83	1645	96.7%
84	1652	97.1%
85	1658	97.4%
86	1663	97.7%
87	1668	98.0%
88	1672	98.2%
89	1679	98.6%
90	1683	98.9%
91	1685	99.0%
92	1689	99.2%
93	1691	99.4%
94	1692	99.4%
95	1695	99.6%
96	1696	99.6%
98	1697	99.7%
99	1698	99.8%
101	1699	99.8%
102	1700	99.9%
103	1701	99.9%
109	1702	100.0%

(FORM B)1982 STEP MATH RAW SCORES:
(CUMULATIVE FREQUENCY DISTRIBUTIONS)

RS	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
6	1	.1%
14	4	.2%
17	8	.4%
19	9	.5%
20	11	.6%
21	18	.9%
22	31	1.6%
23	44	2.2%
24	60	3.0%
25	71	3.6%
26	84	4.3%
27	104	5.3%
28	131	6.6%
29	156	7.9%
30	203	10.3%
31	232	11.8%
32	265	13.4%
33	299	15.2%
34	344	17.4%
35	379	19.2%
36	430	21.8%
37	488	24.7%
38	539	27.3%
39	586	29.7%
40	634	32.2%
41	681	34.5%
42	727	36.9%
43	768	38.9%
44	807	40.9%
45	842	42.7%
46	883	44.8%
47	923	46.8%
48	961	48.7%
49	997	50.6%
50	1034	52.4%
9.0→51	1068	54.2%
52	1104	56.0%
53	1137	57.7%
54	1178	59.7%
55	1215	61.6%
56	1242	63.0%
57	1276	64.7%
58	1309	66.4%
59	1338	67.8%
60	1361	69.0%
61	1378	69.9%
62	1405	71.2%
63	1428	72.4%
64	1461	74.1%
65	1484	75.3%
66	1506	76.4%
67	1542	78.2%
68	1558	79.0%
69	1576	79.9%
70	1602	81.2%
71	1622	82.3%
72	1639	83.1%
73	1664	84.4%
74	1683	85.3%
75	1699	86.2%
76	1715	87.0%
77	1742	88.3%
78	1762	89.4%
79	1780	90.3%
80	1796	91.1%
81	1819	92.2%
82	1833	93.0%
83	1848	93.7%
84	1860	94.3%
85	1873	95.0%
86	1887	95.7%
87	1893	96.0%
88	1906	96.7%
89	1913	97.0%
90	1919	97.3%
91	1926	97.7%
92	1932	98.0%
93	1935	98.1%
94	1941	98.4%
95	1945	98.6%
96	1948	98.8%
97	1951	98.9%
98	1953	99.0%
99	1957	99.2%
100	1959	99.3%
101	1963	99.5%
102	1964	99.6%
103	1965	99.6%
104	1967	99.7%
106	1970	99.9%
107	1971	99.9%
108	1972	100.0%

81.76

ATTACHMENT 8
(Continued, page 5 of 5)

85

ATTACHMENT 9

81.76 DOCUMENTATION OF WHY SOME STUDENTS WHO SIGNED A LETTER OF WAIVER DID NOT TAKE A TUTORIAL COURSE IN THE SUBJECT

(This information was obtained by conversations with registrars at several high schools.)

1. Student A entered AISD at midterm (spring), then graduated shortly thereafter.

2. Student B was in AISD only one semester, as a tuition student.

3. Student C was in AISD only one semester, as a tuition student.

4. Student D was at Kealing last fall (Kealing does not have tutorials), then left school midterm. She did take basic math and CLA.

5. Student E entered in late January; school "couldn't get her in" a tutorial.

6. Student F is handicapped with multiple sclerosis (severe arm/hand dysfunction), most of her senior classes were special education. This student was not exempted by her ARD Committee.

7. Student G did not ever pass four semesters of math until this past semester.

81.76 DOCUMENTATION OF COMPUTER PROGRAMS USED TO GENERATE DATA FOR FIGURES IN THIS REPORT

Figure Number	Program Name	
3	MC-FR005-01-01	
5	MC-FR001-01-01	
6	MC-FR001-01-01	
7	SW-STRNG-01-01	
10	MC-FR007-01-01	
11	MC-FR004-01-01	(Number of tutorials and years in AISD)
	MC-FR004-03-01	(Sex and ethnicity)
	MC-FR004-04-01	(LEP status)
	MC-FR004-05-01	(Average age)
	MC-FR004-06-01	(Average GPA)
12	MC-FR004-01-01	
13	MC-FR002-01-01	
14	MC-FR006-01-01	
18	MC-FR003-01-01	
20	MC-FR004-09-09	

ATTACHMENT 11

81.76 RAW SCORES USED TO MEET COMPETENCY AT THE 8.5, 9.0, 9.5, 9.9 CRITERION LEVELS

Test	Reading				Math			
	8.5	9.0	9.5	9.9	8.5	9.0	9.5	9.9
CAT, Form A	55	58	61	63	58	64	69	72
CAT, Form B	53	57	59	62	55	61	66	69
ITBS, Form 7	57	61	68	72	61	67	76	85
ITBS, Form 8	57	61	68	72	51	58	68	76
STEP, Form A	28	30	32	33	46	49	52	54
STEP, Form B	28	30	32	33	48	51	53	55